SARMAC CONFERENCE IX

June 27-29, 2011 - New York City

JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

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WELCOME TO SARMAC IX

> *For most visitors to Manhattan, both foreign and domestic, New York is the Shrine of the Good Time. This is only natural, for outsiders come to New York for the sole purpose of having a good time, and it is for their New York hosts to provide it. The visiting Englishman, or the visiting Californian, is convinced that New York is made up of millions of gay pixies, flittering about constantly in a sophisticated manner in search of a new thrill. "I don't see how you stand it," they often say to the native New Yorker who has been sitting up past his bedtime for a week in an attempt to tire his guest out.*
>
> *- Robert Benchley*

Welcome to SARMAC IX and welcome to New York City. On the program this year, we feature more than 200 papers, nearly 100 posters, a bunch of wonderful keynote speakers and social events. Don't forget Monday night's reception for the launch of our new journal. And, of course, make the most of New York. We're definitely going to stay up past bedtime and tire you out.

Maryanne Garry
President, Governing Board

PROGRAM COMMITTEE

Deryn Strange, John Jay College of Criminal Justice (Chair)

Maryanne Garry, Victoria University of Wellington

Paula Hertel, Trinity College

Maria Hartwig, John Jay College of Criminal Justice

David Rubin, Duke University

Kazuo Mori, Tokyo University of Agriculture and Technology

Laura Melnyk, King's University College

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Deryn Strange, John Jay College of Criminal Justice (Co-Chair)

Jennifer Dysart, John Jay College of Criminal Justice (Co-Chair)

Angela Crossman, John Jay College of Criminal Justice

Daisy Segovia, John Jay College of Criminal Justice

Vicky Lawson, John Jay College of Criminal Justice

In particular, I want to extend my thanks to Daisy and Vicky.
They both did an enormous amount of work for this conference and were amazing. Truly.
When we finally let them graduate, you should hire them. You won't regret it!
~ Deryn

Special thanks to the following student volunteers:

Evan Dawson	Lindsey Rhead
Wen Gu	Andrea Rodrigues
Sarah Jordan	Marie Sabbagh
Lauren Kois	Annelies Vredeveldt
Jeff Kukucka	Angela Yarbrough
Amanda Nicholson	David Zimmerman

AD-HOC REVIEWERS

We are extremely grateful to the people who served as ad-hoc reviewers of the 340 submissions:

Michelle Arnold	Jennifer Beaudry	Andrew Butler
Steve Charman	Leora Dahl	Amy Bradfield Douglas
Heather Flowe	Fiona Gabbert	Maria Hartwig
Lisa Hasel	Lorraine Hope	Cara Laney
Jamal Mansour	Stefanie Sharman	Diane Sivasubramaniam
Nancy Steblay	Melanie Takarangi	Victoria Talwar
Kimberley Wade		

GUIDELINES FOR PRESENTERS

TALKS
All talks are scheduled to be 12 minutes with 3 minutes for questions. Yes, SARMAC time is back again. Time-keepers will be sitting in the front row of each room to keep you on time. Please don't ignore them! Strict timing makes it easier for people to move between rooms without disturbing the speakers.

POSTERS
Next to the list of posters is a number; this number indicates which Poster Board you should tack your poster to. There will be a map at the Registration Desk to help you find your location. We will also be happy to store your posters for you during the day. Just speak to someone at the registration desk and they will help you.

GUIDE TO THE NAME BADGES

If you see a star on a name badge, be extra nice. Stars indicate students.

If you want information about New York, look for any of our John Jay student volunteers, indicated by a "J." They should be able to answer any of your questions.

SPECIAL EVENTS

RECEPTION

Monday, June 27
6:30 – 8:30 pm
Auditorium Lobby

Come to the Reception to celebrate the launch of SARMAC's new journal: Journal of Applied Research in Memory and Cognititon. It will take place immediately following Carol Tavris' keynote speech on Monday night. The posters will be in the same space so you can enjoy a class of wine and peruse them too.

SPEED DAT(A)ING

Tuesday, June 28
Noon – 1 pm
Auditorium Lobby

Attending a conference with so many famous experts in your field is pretty exciting for students & young faculty. It can also be pretty daunting! How do you approach them to discuss findings and data? Worry no more - we've hooked you up. This year, we're introducing **Speed Dat(a)ing**!

The aim of the event is to give students & young faculty 5 minutes with a famous academic to discuss their problematic data (or design issues, or graduate school, or …) before the bell rings and they move on! This gives our younger members unrivalled access to world experts, and gives our experts the opportunity to show why they are experts! Good idea? We thought so.

So, students and young faculty, all you need to do is show up at 1pm in the Lobby. Don't be shy! The experts will be set up at a table, you just need to line up in front of the person you want to talk to.

Our experts (with helpful photos) are …

Henry Roediger III
Washington University in St. Louis

Neil Brewer
Flinders University

Carol Tavris

Maryanne Garry
Victoria University of Wellington

D. Stephen Lindsay
University of Victoria

Robyn Fivush
Emory University

THE PARTY

Wednesday, June 29
7pm – Midnight

The Party will be held at
      Yotel
      570 Tenth Avenue (between 41st and 42nd Sts)
      New York, NY

Your ticket buys you lots of great food and 2 drink tickets (we'll give them to you when you arrive at the venue), after that you can take advantage of the cash bar (we found you some of the best rates in the city … remember that when your memory gets fuzzy).

Getting There: The doors open at 7pm. To get there, you could walk (but it is the long blocks, so it will take you a while). Your best bet would be to either take a Cab (practice those hailing skills) or the Subway:
- take an uptown B or D train from 34th St to 7th Avenue,
- transfer to a downtown E train and get off at 42nd st,
- walk the 2 blocks to Yotel.

Conference Bars

Since we don't have a conference hotel, we thought it wise to recommend a couple of bars. So, if you are looking to meet up with other people from the conference, we recommend these two spots …

230 FIFTH
230 Fifth Ave, 20th Floor at 27th St
Open 4pm – 4am

A rooftop bar and penthouse lounge with a great view, great cocktails and great atmosphere. No cover charge but they will turn you away if you're wearing flipflops or a t-shirt commemorating the last bar crawl you survived.

STOUT
133 West 33rd St

This place is enormous and has a huge international beer list (and full bar) and good pub food. There is also a Cellar with Darts and Pool, and a Mezzanine with some quiet(er) spaces.

RESTAURANTS IN THE AREA

Here are some places in the area that you might want to try out for lunch or dinner …
Prices according to menupages.com

$$$$$ = Greater than $25 (Avg. dinner price)
$$$$ = $18-$25
$$$ =$12-$18
$$ = $7-$12
$ = Less than $7

Artisinal (French, Bistro)
2 Park Avenue at 32nd St.
$$$$$

Arirang (Korean)
32 W. 32nd St. between 5th and 6th Ave.
$$

Ayza Wine and Chocolate Bar (French)
11 W. 31st St. between 5th Ave and Broadway
$$$

Barbes Restaurant (Moroccan)
19-21 East 36th Street between 5th & Madison
$$$$

Black Shack (Burgers)
320 Lexington between 38th and 39th
$

Butterfield 8 (American)
5 E. 38th St., between 5th Ave and Madison
$$$$

Café Guy & Gallard (Coffee Shop)
459 Park Ave S at 31st St
$$

Captain's Café (Diner)
34 E 32nd St. between Madison and Park Ave
$$

Chipotle Mexican Grill
350 Fifth Avenue at 33rd St
$$

The Crooked Knife
29 E. 30th St. between Park and Madison
$$$

Fork and Spoon (Deli, Sandwiches)
7 W. 36th St. between 5th and 6th Ave
$

Ginger's (Chinese)
512 7th Ave between 37th and 38th
$$$

Heartland Brewery (American)
350 Fifth Ave. at 34th St.
$$$

Just Salad (Salad, Sandwiches)
600 Third Ave between 39th and 40th
$$

La Giara (Italian)
501 Third Ave. btw 33rd and 34th
$$$

Le Parisien (French, Bistro)
163 E. 33rd St. between Lexington and 3rd Ave
$$$$

Mason Jar
43 E. 30th between Park and Madison
$$$

McDonald's
341 Fifth Avenue between 33rd and 34th

Mishima (Japanese, Sushi)
164 Lexington Ave between 30th and 31st
$$$

Ravagh (Middle Eastern, Persian)
11 E. 30th St., between 5th and Madison
$$$

Miss Korea BBQ (Korean BBQ)
10 W. 32nd St. between 5th Ave and Broadway
$$$$

Villa Berulia (Italian)
107 E. 34th St. between Park and Lexington
$$$

Natureworks (Health Food)
113 E. 31st between Park and Lexington
$$

Wine:30 (Wine bar, American)
41 E. 30th St. between Madison and Park
$$$$

Need a pharmacy/drugstore?

Duane Reade: For all your pharmacy/drugstore needs is helpfully located just across the road from the GC
Corner of 34th and 5th Avenue

Starbucks
You'll find one whichever direction you happen to walk away from the Graduate Center:
373 5th Avenue
334 5th Avenue
350 5th Avenue
3 Park Avenue (at 34th St)

Need a Grocery Store?

28th St Nader Food Market
1 East 28th Street (between 5th and Madison)

Trader Joe's
138 East 14th St

Food Emporium
200 East 32nd St, on 3rd Avenue

Whole Foods
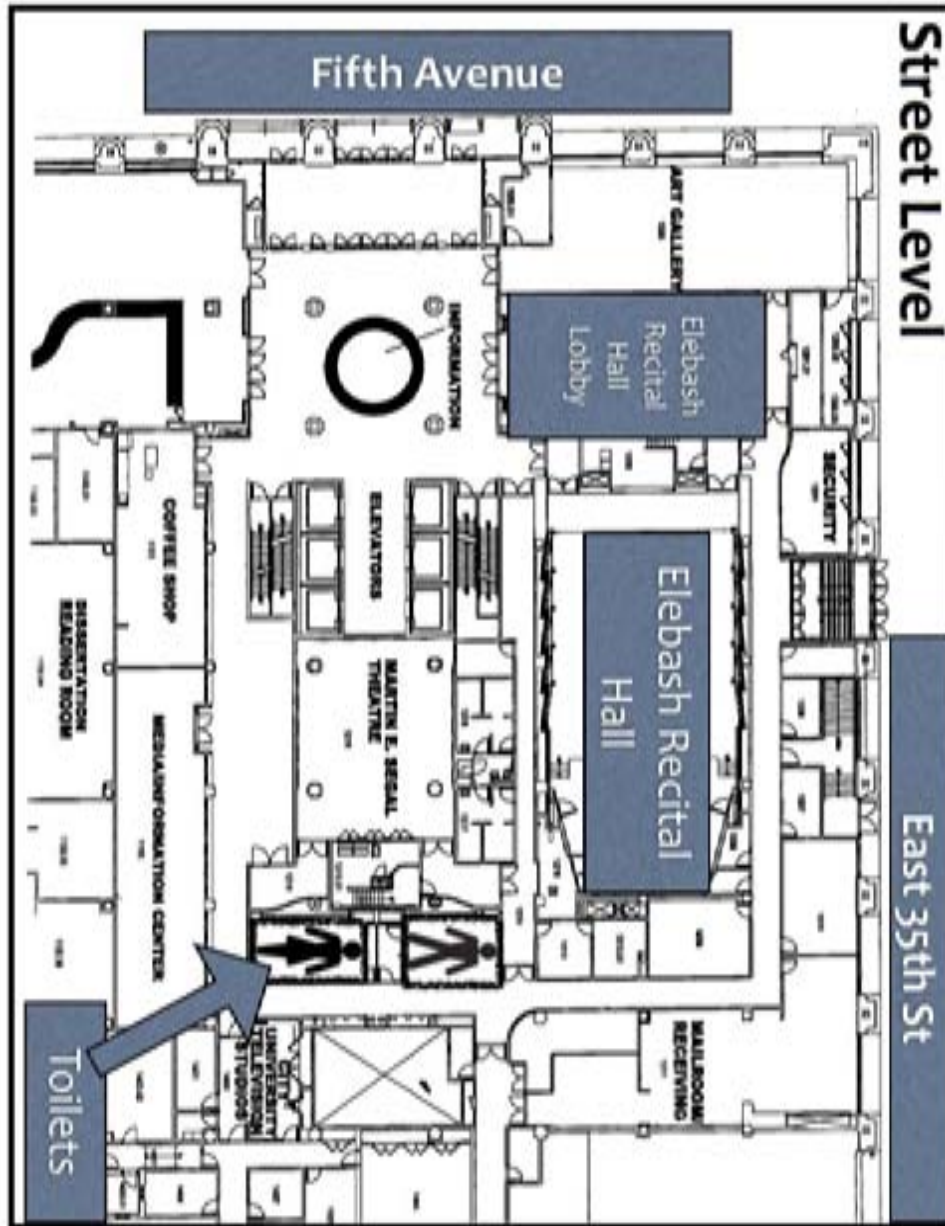10 Columbus Circle (Basement floor of Time Warner Building)
or
4 Union Square South

D'Agostino Supermarkets
578 3rd Avenue (between 37th and 38th)

VENUE LAYOUT

FIRST FLOOR

CONCOURSE LEVEL
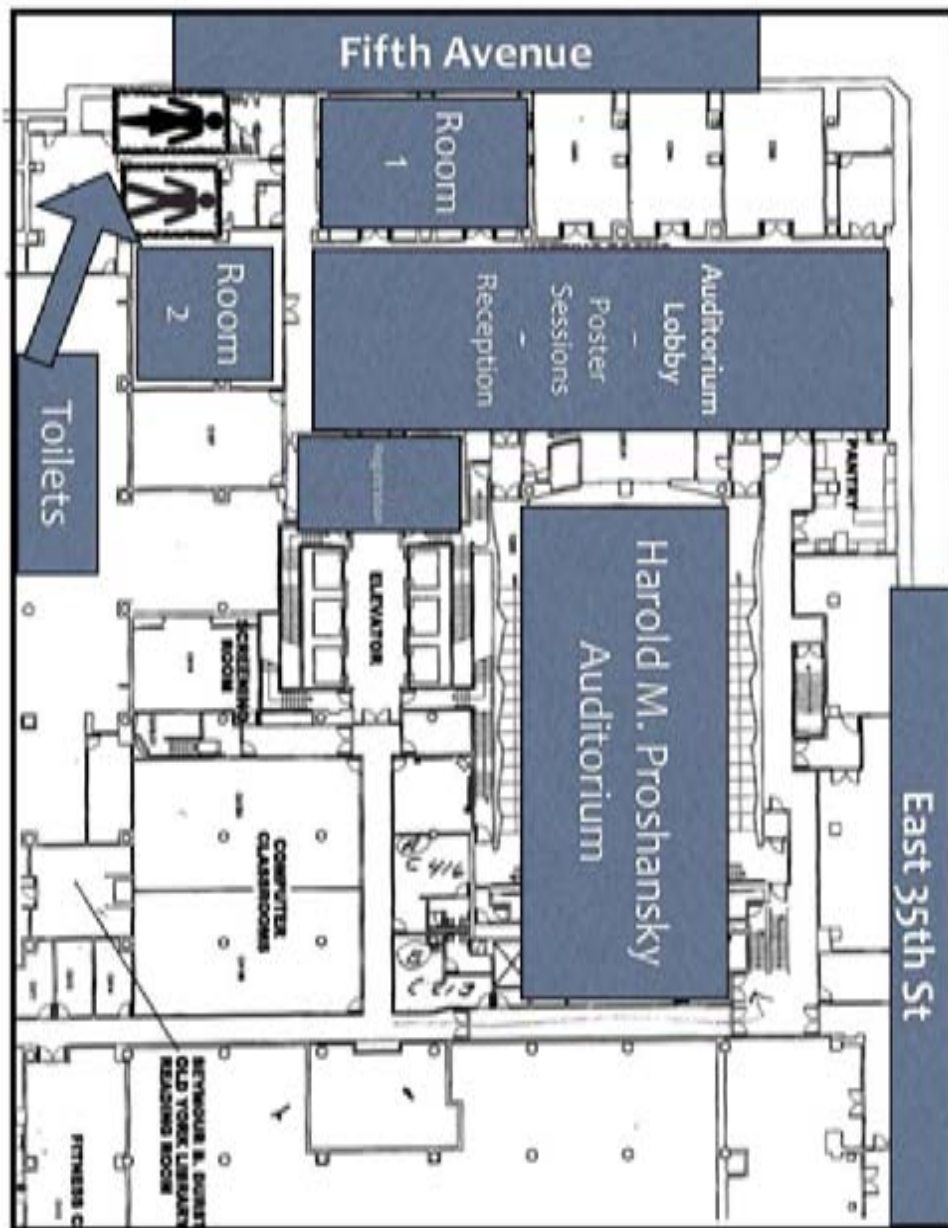
SUBWAY MAP

Monday 27 June

	AUDITORIUM	RECITAL HALL	ROOM 1	ROOM 2
9:00 – 9:15am	Welcome *Auditorium*			
9:15 – 10:15am	**Keynote: Jonathon W. Schooler** *The Decline Effect Reveals why Science needs to Systematically Document Unpublished Scientific Findings* *Auditorium*			
10:15 – 10:30am	**Break**			
10:45 – 11:45am	**AUTOBIOGRAPHICAL MEMORY** *Long-term memory for positive and negative events* **Breslin** *Remembering negative life events: The emotional impact of memory specificity in late adolescence* **Bunnell** *Remembering in the angry self* **Hung** *The role of implicit theories in shaping memory for emotion for September 11 2001* **Koppel**	**CLINICAL COGNITION** *Biases in memory and information processing during a hypnotic erotomania delusion* **Cox** *Cognitive load during distracter exposure eliminates emotional bias in recognition memory* **van Elswijk** *Blame attribution in a stranger rape case: Perpetrator characteristics and participants' gender* **Alfredsson** *Terrorists here, terrorists there, terrorists everywhere: The role of heuristics* **Maras**	**CHILD WITNESSES** *Evaluating the efficacy of a novel Focused Initial Report (FIR) tool on the written and verbal recall* **Ridley** *The devil is in the detail: Interviewing to facilitate the truth and impede fabrication* **Quandte** *Talking about repeated events: How interviewers and children organize memories of alleged multiple abuses in investigative interviews* **Brubacher** *General and specific memory for repeated events: Does it matter which is prompted first?* **Connolly**	**ALCOHOL & MEMORY** *The effects of alcohol intoxication on metacognition* **Evans** *Alcohol intoxication and its effects on eyewitness identification performance* **Kneller** *Alcohol and eyewitness suggestibility* **Schreiber Compo** *Alcohol intoxication impairs memory and increases suggestibility in a mock crime paradigm* **van Oorsouw**
11:45am – Noon	**Break**			
Noon – 1:00pm	**AUTOBIOGRAPHICAL MEMORY** *The intergenerational transmission of autobiographical events* **Svob** *Retrieval strategies used to recall autobiographical memories?* **Mace** *Young collectivist/Old individualist: On dynamics of cultural life script in rural village community* **Nourkova** *The development of the temporal macrostructure of life narratives across the life span* **Koeber**	**CLINICAL COGNITION** *False memories for missing aspects of traumatic events* **Strange** *Attentional bias for threatening information in children following a distressing medical procedure* **Nixon** *Emotional impact feedback affects the development of intrusive memories for trauma* **Takarangi** *Involuntary and voluntary autobiographical memory retrieval during depression* **Watson**	**CHILDREN** *Directed or free drawing? The effect of instruction on children's reports in a drawing interview* **Crawford** *Retrieval-induced forgetting in children's memory for repeated-events* **Price** *Interviewers' experience is negatively associated with their use of open-ended questions in child abuse interviews* **Powell** *Stress and face identification in children* **Fitzgerald**	**MISINFORMATION** *Is the misinformation effect reduced by using the plurality option?* **Luna** *Who said what? Testing may cause confusion of what but not who* **Wilford** *How the older adult can balance completeness and accuracy in the presence of misinformation* **Thomas** *An investigation into the interaction between cognitive style, suggestibility to central and peripheral misinformation and the accurate identification of a suspect* **Crossland**
1:00 – 2:30pm	**Lunch** *(not provided)*			

Monday 27 June

	AUDITORIUM	RECITAL HALL	ROOM 1	ROOM 2
2:30 – 3:45pm	**THE FUNCTIONS AND DYSFUNCTIONS OF AUTOBIOGRAPHICAL MEMORY** *Gender and self-defining memories* **Tekcan** *Children's autobiographical memories and social problem-solving skills* **Kuwabara** *Rumination, reflection, and perceiving negative events as central to life story and identity* **Thomsen** *Restrained eating and autobiographical memory* **Christopher T. Ball** *Discussant* ***Habermas***	**EYEWITNESS MEMORY** *The emotional eyewitness: The impact of anger on eyewitness recall and recognition performance* **Houston** *Comparing police and civilian eyewitness memory* **DeCarlo** *The influence of distraction and eye-closure on memory accuracy* **Perfect** *Role of stereotypes in witness perception, interpretation, recall, judgment for juvenile male and female thieves' behaviors* **Shapiro**	**DEPRESSION** *The effects of inhibition training on inhibition biases and rumination* **Mor** *Maintaining focus avoids the memorial consequences of brooding* **Hertel** *Working memory taxing during recall of a negative memory reduces its vividness and emotional intensity* **Engelhard** *Depression, rumination and working memory* **Koster** *Working memory deficits underlying depression* **Geraerts**	**FALSE MEMORIES: FROM CONTEXTUAL FACTORS TO INDIVIDUAL DIFFERENCES** *Are three eyewitnesses better than one? The effects of repetition and number of sources on credibility* **Foster** *The Happiest Place on Earth? It is easier to plant positive false beliefs about Disneyland than negative false beliefs* **Berkowitz** *Remembering feeling left out* **Arola** *Can individual differences in cognitive style predict false memory susceptibility?* **Nichols** *False memories of news events: Individual differences in susceptibility* **Frenda**
3:45 – 4:00pm	**Break**			
4:00 – 5:15pm	**AUTOBIOGRAPHICAL MEMORY SELF AND WELL-BEING** *Comparing positive and negative autobiographical memories* **Waters** *Narrative and phenomenological characteristics of stressful memories in relation to psychological health* **Greenhoot** *Event centrality of traumatic memories and relations to mental health* **Boals** *Memories for positive versus negative experiences of discrimination and their relations with ethnic identity* **Pasupathi** *Discussant* **Lynne Baker-Ward**	**EMOTION SUGGESTION EXPECTATIONS & APPLIED COGNITION** *Can the Mystery Man help to reduce false identification for child witnesses: A study with video lineups* **Havard** *Emotionally involving telephone conversations lead to driver error and visual tunneling* **Briggs** *Exploring the CSI Effect: What do potential jurors think they know about forensic evidence?* **Turner** *The effect of post-event suggestion on the weapon focus effect* **Kemp** *Violent, realistic and unexpected staged crimes: Do participant- witnesses behave differently?* **Pike**	**CLINICAL COGNITION** *The relationship between autistic traits depressed mood and social problem-solving* **Dritschel** *Context reinstatement effects on eyewitness memory in autism spectrum disorder* **Maras** *The effect of attentional scope on hedonic snack consumption* **Hunt** *Posttraumatic Stress Disorder obesity and weight loss* **Johannessen**	**DECEPTION DETECTION** *The effect of previous experience on lying about intentions* **Warmelink** *A repeated questioning interview strategy induces cognitive load and improves lie detection* **Blandon-Gitlin** *The ability to detect deceit: Does personality matter?* **Williams** *Detecting deception in street interviews* **Jundi** *Using memory dependent eye movements and confidence judgements to detect deception during concealed face recognition* **Millen**
5:15 – 5:30pm	**Break**			
5:30 – 6:30pm	**Keynote: Carol Tavris** ***"Why won't they listen to me when I have the data?" and other mysteries of communicating science*** *Auditorium*			
6:30 – 8:30pm	**Cocktail Reception to celebrate the Launch of SARMAC's new Journal** **Poster Session #1** *Concourse Lobby*			

Tuesday 28 June

	AUDITORIUM	RECITAL HALL	ROOM 1	ROOM 2
9:00 – 10:15am	**Keynote: Keith Findley, Karl Ask, & Gary Wells** *Confirmation Bias in Legal Settings: A Panel* *Auditorium*			
10:15 – 10:30	**Break**			
10:30 – 11:45am	**THE DEVELOPMENT OF THE LIFE STORY** *Using the self to organize memory* **Grysman** *Cultural life scripts and the development of coherence in children's and adolescents' past and prospective life stories* **Bohn** *Selves in the making: A cross-culture investigation into the development of life story in adolescence* **Chen** *Longitudinal adolescent and cross-sectional life span development of global coherence in life narratives* **Habermas** *Discussant* **Fivush**	**MEMORY IN A FORENSIC CONTEXT** *Physiological, psychological and behavioral consequences of changing autobiographical beliefs and memories* **Pezdek** *False memories in recovered memory therapy: Causes and consequences* **Wanmaker** *Out of sight, out of mind: The presence of forensic evidence counts more than its absence* **Eerland** *When eyewitnesses talk: Psychological processes that can affect memory reports* **Wright**	**GEOFFREY R. LOFTUS** *What can we learn about real-life police lineups from an experiment that uses real-life police lineups?*	*NEW DEVELOPMENTS IN ADAPTIVE MEMORY* *Survival processing in paired associate learning* **Schwartz** *The influence of survival processing and relevance to survival on veridical and false recall* **Toglia** *Adaptive memory: Stereotype activation is not enough* **Otgaar** *Is there a survival recall advantage for people with a history of childhood sexual abuse?* **Raymaekers** *Do false memories for survival information prime problem solutions?* **Howe**
11:45am – Noon	**Break**			
Noon – 1:00pm	**Special Event: Speed Dat(a)ing** *Auditorium*			
1:00 – 2:30pm	**Lunch**			
2:30 – 3:45pm	**CONSTRUING THE SELF ACROSS AND BETWEEN THE LIFESPAN** *The role of memory and self-construal in PTSD* **Brown** *Being "us": Shared remembering in older couples* **Harris** *Managing the current self in current contexts: The role of "audience" in portraying the past* **Buckner** *Gender and autobiographical memory: Developmental and cross-cultural perspectives* **Husdon** *Discussant* **Nelson**	**RECALL RECOGNITION AND WITNESS TESTIMONY** *Does an early recall opportunity make witnesses more susceptible to misinformation?* **Gabbert** *How do witnesses construct composites? A pilot ERP study* **Ness** *Investigating facial composite construction using eye movements* **Brace** *Investigating eye movement patterns for sequential video VIPER line-ups* **Hunter** *Discussant* **Memon**	**SOCIAL MEMORY** *Social pre-warnings decrease social contagion and increase socially-shared retrieval-induced forgetting* **Wohl** *Susceptibility to memory conformity: Exploring the effects of credibility and time delay* **Jamieson**	**NON-BELIEVED MEMORIES: CONCEPT DATA AND IMPLICATIONS** *Dissociating autobiographical belief and recollection using non-believed memories* **Scoboria** *Recollection, (non-)belief, reality, and metacognition* **Blank** *Recollecting, believing and other aspects of remembering* **Talarico** *Children's and adults' false and non-believed memories* **Smeets** *Discussant* **Mazzoni**
3:45 – 4:00pm	**Break**			

Tuesday 28 June				
	AUDITORIUM	**RECITAL HALL**	**ROOM 1**	**ROOM 2**
4:00 – 5:15pm	**INTERNATIONAL PERSPECTIVES ON THE FUNCTIONS OF AUTOBIOGRAPHICAL MEMORY** *Functions of involuntary versus voluntary autobiographical memories* **Scharling Rasmussen** *Self-enhancement function of memories in emerging, young, and middle-aged adults* **Demiray** *The Thinking about Life Experiences Scale (TALE): Cultural validation of a measure of memory function* **Alea** *Discussant* **Pillemer**	**UNDERSTANDING INVESTIGATORS: INFLUENCES ON EYEWITNESSES, EVALUATIONS OF ALIBIS, AND DECISIONS IN INTERVIEWS** *The influence of feedback on pre-identification confidence and witness identifications* **Brewer** *Order of evidence and evaluations of alibi credibility* **Dahl** *Dynamic interviewer-witness interactions: How do different goals affect the information collected?* **Bradfield Douglass** *The power of the spoken word: Can spoken-recall enhance eyewitness evidence?* **Paterson**	**EXPERIMENTAL INVESTIGATION OF CO-WITNESS CONFORMITY EFFECTS USING THE MORI MISINFORMATION PARADIGM** *Co-witness conformity effects of pre-schoolers* **Mori** *Speaking order predicts exposure to misinformation, but not necessarily susceptibility to misinformation* **French** *Does memory conformity lead to false reports, memories, or beliefs?* **Azad** *Simple versus cumulative misinformation effects* **Jack** *Discussant* **Loftus**	**THE CONSEQUENCES OF COGNITIVE FLUENCY ON JUDGMENTS AND MEMORY** *What's in a name: pronunciation fluency affects judgments about other people* **Sanson** *Retrieval fluency influences performance predictions and perceptions of fairness for test questions* **Franco** *Sentence complexity in the misinformation effect* **Knight** *Perceptual and conceptual fluency increase auditory hindsight bias* **Coburn** *Discussant* **Bernstein**
5:15 – 5:30pm	**Break**			
5:30 – 6:30pm	**Keynote: Scott Lillienfeld** ***The Great Myths of Popular Psychology: The Gap Between Scientific and Everyday Understanding*** *Auditorium*			
6:30 – 8:00pm	**Poster Session #2** *Concourse Lobby*			

Wednesday 29 June

	AUDITORIUM	RECITAL HALL	ROOM 1	ROOM 2
9:00 – 10:15am	**SOCIO-PSYCHOLOGICAL PROCESSES OF MNEMONIC CONSENSUS** *The silent emergence of culture: the social tuning effect* **Shteynberg** *Individual and social factors in flashbulb memory formation* **Talarico** *Audience-tuning effects on memory: Overcoming intergroup barriers to shared reality* **Kopietz** *Propagation of induced forgetting and practice effects in social networks* **Coman** *Discussant* **Hirst**	**NOVEL PERSPECTIVES ON EYEWITNESS MEMORY** *Enhancing eyewitness output: The regulation of remembering during investigative interviews* **Hope** *Confidence ratings as 'direct' indices of recognition: The effects of criterion placement* **Sauer** *Identification by rejection: Increasing the diagnosticity of lineup decisions* **Horry** *Effects of performance feedback on response bias and discriminability in face recognition* **Palmer** *The effect of decision consequences on eyewitness identification testimony* **Semmler**	**INTERVIEWING** *Interviewing verbal behaviors that facilitate accurate respondent autobiographical memory retrieval* **Belli** *Adult witnesses' suggestibility across various types of leading questions* **Sharman** *The effect of a cognitive load interview technique on interviewer assessment and interviewee behavior* **Zimmerman** *Interviewing mnemonics to assist cooperative detainees recall meetings with terrorist organizations* **Fisher**	**FALSE MEMORIES** *Distinguishing between true and false autobiographical memories for simple actions* **James** *Trait aggression and false memories for aggressive acts* **Laney** *Observation inflation in older adults: A retrieval problem?* **Lindner** *False memories for neutral and traumatic films: The role of cortisol release and dissociation* **Monds**
10:15 – 10:30pm	Break			
10:30 – 11:45am	**SCAFFOLDING MEMORY: WHEN PEOPLE AND OBJECTS HELP** *Distributed cognition: an integrated framework for studying the social and technological scaffolding of human memory* **Sutton** *Collaborative and post-collaborative memories in healthy aging* **Rajaram** *Individual versus collaborative recall of (nonpersonal) words and (personal) names and places in older married couples: Evidence for the social scaffolding of memory?* **Barnier** *Discussant* **Balota**	**"WHERE WERE YOU LAST NIGHT?" INVESTIGATING … THE ACCURACY AND BELIEVABILITY OF ALIBIS** *Alibi believability: The effect of illegal alibi activities, corroborator certainty, and corroborator involvement* **Sweeney** *The impact of race and SES on the credibility of an alibi* **Marion** *The narrative qualities of generated alibis* **Allison** *The influence of schema-consistency of whereabouts on alibi accuracy provided by innocent suspects* **Leins**	**EATING BEHAVIOUR FROM A COGNITIVE EXPERIMENTAL PERSPECTIVE** *Olfactory stimulation reduces food cravings* **Tiggemann** *Attentional bias re-training of craving-related food cues* **Kemps** *The cognitive effects of drinking tea* **Bryan** *Glucose facilitation of memory: Dose and domain* **Owen** *Effects of a plant polysaccharide supplement on memory and cognition* **Best**	**RAPID CHANGES IN BELIEFS AND MEMORIES** *Photographs affect judgments about novel products* **Cardwell** *Picture an overestimator: How decorative photos inflate the truth of unfamiliar judgments* **Michael** *Can photographs lead people to accept claims about future events?* **Azad** *Seeing photos makes us read between the lines: The influence of photos on memories for stories* **Henkel** *Intriguing effects of photos on people's beliefs* **Newman**
11:45 - Noon	Break			

Wednesday 29 June

	AUDITORIUM	RECITAL HALL	ROOM 1	ROOM 2
Noon – 1:00pm	**EDUCATION** *Explanation feedback promotes superior transfer of learning* **Butler** *Effects of varied study and test conditions on brain activity related to subsequent memory* **Matzen** *Practice retrieving it not saying it: Retrieval practice is better than imitation for foreign language learning* **Kang** *The effects of expected retention interval on study allocation and performance* **Weinstein**	**EYEWITNESS IDENTIFICATION** *Liking bias in eyewitness identification - impact of retention interval and target presence/absence* **Blank** *Individual differences in adults' performance on photographic lineups: Putting the 'I' in eyewitness* **Morten** *Eyewitness identification and the influence of subclinical depression* **Rounding** *One-to-many face matching: the impact of candidate list size and individual differences on performance* **Heyer**	**AUTOBIOGRAPHICAL MEMORY** *The reminiscence bump and flashbulb memories* **Conway** *Forgetting our shared, autobiographical memories: Socially shared retrieval induced-forgetting within intimate couples* **Stone** *"I am a sister; I will be a mother": The role of the self in distributions of memories and imagined future events* **Rathbone** *Why does life appear to speed up as people get older?* **Janssen**	**DECEPTION DETECTION** *The ease of lying* **Verschuere** *The effects of cognitive load and ego depletion on the ability to lie successfully* **Michael** *Interviewing pairs of suspects simultaneously: A gateway to new cues to deceit* **Vrij** *Looks like a liar sounds like liar but is he telling the truth?: Second-language speakers' cues* **Da Silva**
1:00 – 2:30pm	Lunch			
2:30 – 3:45pm	**EDUCATION** *Using tests to enhance long-term retention and organization: Underlying cognitive processes and educational applications of the testing effect* **Zaromb** *Applying the self in learning* **Cunningham** *The elusive interleaving effect: Why doesn't interleaving improve learning from examples in statistics?* **Ryan** *Cue utilisation and judgments of learning: What can we learn from an integrative approach?* **Morrison**	**EYEWITNESS IDENTIFICATION** *Separating memory and monitoring components in the own-race bias* **Arnold** *Can objective judgments be influenced by post-identification feedback?* **Bhaskara** *Cross-race perceptual face identification in homeland security operations* **Susa**	**EXPERIMENTAL** *Solving puzzles leads to increased brand preference* **Mantonakis** *Going Gaga: The Song Stuck in My Head* **Hyman** *Adult Theory of Mind depends on general cognitive abilities: A dual task study* **Bernstein** *An imperfect match: The effect of emotional context on fingerprint matching decisions* **Osborne**	**DECEPTION DETECTION** *Eliciting cues to children's deception by using an unanticipated drawing task* **Roos af Hielmsater** *Exploring children's ability to tell elaborate lies* **Crossman** *Training to detect deception: The role of intelligent tutoring systems and impression-based cues* **Albrechtsen** *Episodic future thought: Illuminating the trademarks of forming true and false intentions in the course of repeated interviews* **Knieps** *Thinking about lying* **Strömwall**
3:45 – 4:00pm	Break			

Wednesday 29 June

	AUDITORIUM	RECITAL HALL	ROOM 1	ROOM 2
4:00 – 5:15 pm	HINDSIGHT BIAS/PROSPECTIVE MEMORY *Does hindsight bias play a role in learning?* **Aujla** *The cost of remembering intentions* **Cohen** *Cooking breakfast: Development of a naturalistic prospective memory task in young and older adults* **Walker**	EYEWITNESS IDENTIFICATION *The cue-belief model of eyewitness confidence: Theory and data* **Leippe** *Stability of lineup fairness measures* **Lindsay** *Exploding two Myths: Lessons from an archival study of exonerations* **Levi** *Tattoo design and location similarities* **Beaudry** *Assessing the effect of biased lineup instructions on witness identification confidence* **Charman**	**SARMAC BUSINESS MEETING**	
5:15 – 5:30pm	**Break**			
5:30 – 6:30pm	**Keynote: Henry L. Roediger III** ***Using Retrieval Practice to Enhance Retention: Moving from the Lab to the Classroom to Influence Educational Practice*** *Auditorium*			
7:00 – Midnight	**The Party** *Yotel - 570 Tenth Avenue, NYC*			

Monday 27 June

9:00 am – 9:15 am
Auditorium

WELCOME

9:15 am – 10:15 am
Auditorium

The decline effect reveals why science needs to systematically document unpublished scientific findings

Jonathan W. Schooler

Why do many published scientific effects appear to diminish with time? This so called "decline effect" has been observed both in individual labs (including my own) and in meta-analyses of findings across research in biology and medicine. Although some scientists dismiss the decline effect as simple statistical self-correction of initially exaggerated outcomes the truth is that we cannot be sure until we have better access to unpublished scientific work. In this talk I will review a variety of artifactual explanations for the decline effect including regression to the mean, publication bias, and gradual deterioration in experimental methods with replication. I will also consider the possibility that it may reflect genuine changes in scientific phenomena stemming either from conventional accounts or more unconventional possibilities. In order to resolve the source of the decline effect I suggest the introduction of an open access repository for all research findings, which would enable researchers to fully log their hypotheses and methodologies ahead of time, and their results afterwards, regardless of outcome. Such a database would not only shine light on the decline effect, it could make the scientific process itself more transparent.

10:15 am – 10:45 am
Break

10:45 am – 11:45 am
Auditorium

AUTOBIOGRAPHICAL MEMORY
Chair: Sarah L. Bunnell

Long-term memory for positive and negative events
Carolyn W. Breslin & Martin A. Safer

We investigated accuracy and vividness of long-term memory for two comparable public events the deciding league championship games between the Yankees (2003 winners) and Red Sox (2004 winners). In 2008 1563 fans who reported having attended watched or read about both games completed questionnaires about details of the games. Both between and within groups fans remembered the positively valenced game (the one their team won) significantly more accurately than the negatively valenced game. Self-reported rehearsal mediated the effects of valence on accuracy. We conclude that valence of an event affects what gets rehearsed not necessarily the accuracy of recall.

Remembering negative life events: The emotional impact of memory specificity in late adolescence
Sarah L. Bunnell

Individuals with trauma histories and/or trauma-related psychopathology are more overgeneral in their autobiographical memories than individuals without such experiences. An overgeneral recall style may decrease emotional distress through the avoidance of painful details although this hypothesis has not been directly and experimentally tested. In this study late adolescents were randomly assigned to recall specific or overgeneral negative personal memories. One-to-two-weeks later participants listened to their audio-recorded memories and completed pre- and post-tests of emotional distress as well as measures of executive function and coping. Results suggest that the emotion-regulation ability of memory specificity depends on individual coping strategies.

Remembering in the angry self
Lynette Hung & Richard A. Bryant

Selective attention interpretation and control biases to threat have been highlighted in angry individuals. This experiment investigated autobiographical memory processes across high and low trait-anger individuals. During an autobiographical memory task participants elicited memories in response to aggressive ambiguous and positive cues. Findings suggested differences in overgeneral but not specific retrieval patterns. Findings also pointed to differences in retrieval latency memory imageability emotional quality and emotional expression. These results are discussed in terms of cognitive and motivational processes in angry individuals and more broadly mechanisms underlying the development and maintenance of anger.

The role of implicit theories in shaping memory for emotion for September 11 2001
Jonathan Koppel, Rebecca Winkel, & William Hirst

The present research tracked shifts in current emotional state as well as memory for initial emotional reactions in reference to the terrorist attacks of September 11 2001. Six discrete emotions were measured: sadness anger fear confusion frustration and shock. We found that in looking at emotions overall shifts in current emotional state were associated with shifts in recalled emotion. Moreover independent of the effect of current emotion on recalled emotion inconsistencies in emotional recall were disproportionately in the direction of shock as well. We interpret these findings under the rubric of implicit theories of emotional progression over time.

Recital Hall

CLINICAL COGNITION
Chair: Amanda J. Barnier

Biases in memory and information processing during a hypnotic erotomania delusion
Rochelle E. Cox, Amanda J. Barnier, Jillian Attewell, & Robyn Langdon

In this study, we used hypnosis to model erotomania which is the delusional belief that one is loved from afar by another person (the "target"). We developed a hypnotic suggestion to recreate erotomania and tested its impact by: (1) asking subjects whether the target loved them, (2) asking subjects to recall and interpret a story that featured ambiguous scenarios involving the target, and (3) challenging the delusion with conflicting information. Many high hypnotizable subjects reported that the target loved them, showed biases in their interpretation of the ambiguous scenarios, misremembered story information, and confabulated autobiographical experiences that defended their delusion.

Cognitive load during distracter exposure eliminates emotional bias in recognition memory
Gijs van Elswijk, Ewa Miendlarzewska, Murray F. Gillies, Marc Ponjee, & Raymond van Ee

Emotionally negative information is processed more readily than neutral information particularly in negative mood states. This is relevant for patients as they are often anxious about medical examinations. We investigated whether cognitive load can attenuate negativity bias in incidental recognition memory. While performing a working memory task with different cognitive load levels participants were briefly exposed to task-irrelevant emotional distracters. Later recognition was better for negative than for positive and neutral distracters but only when cognitive load at exposure had been low. These findings imply that cognitive load may be a means to reduce negative memories of medical examinations.

Blame attribution in a stranger rape case: Perpetrator characteristics and participants' gender
Helen Alfredsson, Leif A. Strömwall, & Sara Landström

In rape blame research perpetrator characteristics is understudied. The relative independence of perpetrator blame and victim blame is also unclear. Using a community sample (N=161) we investigated relationships between participants' gender perpetrator age and previous conviction and blame attributions using a vignette methodology. Perpetrator age had no effect. Interactions were found between gender and previous conviction: men attributed more victim blame and less perpetrator blame when the perpetrator had a previous conviction. For women the effect was reversed. Results indicate that increased perpetrator blame is associated to decreased victim blame. Moreover perpetrator characteristics are relevant in blame attribution research.

Terrorists here, terrorists there, terrorists everywhere: The role of heuristics
Marie-Helen Maras

Home-grown terrorists have been presented as individuals who could be anyone and can strike anywhere. To combat this threat measures requiring the mass registration and surveillance of citizens have been implemented. Normally these measures would provoke public resistance. However this did not occur. What role did the public's assessment of the risk of terrorism play? Cognitive psychologists have investigated the underlying mechanisms that govern risk perception. By looking at how individuals perceive threats to personal safety one can find explanations for public support or tolerance of measures that erode individual human rights.

Room 1

CHILD WITNESSES
Chair: Deborah A. Connolly

Evaluating the efficacy of a novel Focused Initial Report (FIR) tool on the written and verbal recall
Anne Ridley, Gary Pankhurs, & Laura Crane

This study evaluated the efficacy of a self-administered focused initial report (FIR) on capturing detailed and accurate post-event information from child witnesses and facilitating memory retrieval after delay. Ninety-four children (aged 7-8 or 9-11) viewed a simulated theft before completing a FIR or standard written free recall. During both initial recall and subsequent interview 7-8 year-olds recalled fewer correct details than 9-11 year-olds. Across the board completion of a FIR led to a greater amount of correct information than standard written free recall. However, using the FIR as a pre-interview retrieval aid did not facilitate recall 7-14 days after the event.

The devil is in the detail: Interviewing to facilitate the truth and impede fabrication
Sabine Quandte, Aldert Vrij, Lucy Akehurst, & Clare Wilson

Conducting interviews with witnesses about past events is often a central part of forensic investigations. Witnesses do not necessarily provide a complete statement in their first recall attempt (Memon & Vartoukian, 1996) and when asked are able to provide initially omitted information (Fivush, Peterson & Schwarzmueller , 2002). We examined the effect of CBCA-eliciting questions on the verbal behaviour of truth-tellers and liars. Fifty-two children aged 11-12 years described a true or a fabricated accident experience. The statements were subsequently coded using CBCA. Analysis focuses on statement quality and question type (anticipated vs. unanticipated).

Talking about repeated events: How interviewers and children organize memories of alleged multiple abuses in investigative interviews
Sonja Brubacher, Lindsay C. Malloy, Kim P. Roberts, & Michael E. Lamb

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We examined 97 forensic interviews with children alleging multiple abuse (M age years = 9.52, SD = 2.45) to determine how interviewers elicit reports of memories for individual incidents. When interviewers prompted episodically (M = 72% episodic, SD = 27%), children responded in kind (M = 75%, SD = 27%), r(95) = .95, ps < .001. Number of reported incidents was positively correlated with interviewers' use of generic prompts (e.g., "what else does he do?"). Older children were more likely than younger children to label instances (e.g., "the second time") themselves, χ2 (1) = 7.20, p = .007.

General and specific memory for repeated events: Does it matter which is prompted first?
Deborah A. Connolly & Heidi M. Gordon

Does activating a general event representation prime or interfere with memory for an episode? Six- to eight- year olds experienced one or multiple magic shows. One week later children were asked to describe what happens during the magic shows and then what happened during the target experience or they were asked what happened then what happens. Children were also asked cued recall questions about the target instance. Generally memory reports were more accurate when the general prompt was administered first than when it was administered second. Implications for the forensic interviewing of children who allege repeated abuse will be discussed.

Room 2

ALCOHOL & MEMORY
Chair: Jacqueline R. Evans

The effects of alcohol intoxication on metacognition
Jacqueline R. Evans, Nadja Schreiber Compo, Rolando N. Carol, Daniella Villalba, Brock L. Brothers, Shirly Dorilas, Frances Ernst, Amanda Lee, Dainelys Linares, Edin Mejia, Andrew Quinn, & Melanie Williams

Some research has addressed alcohol's effect on memory in general and has typically found detrimental effects. However, there is little research on the effects of alcohol intoxication or alcohol expectancy on metacognition and the few existing findings are mixed. Participants were randomly assigned to a control, placebo, or alcohol condition. Participants first answered general knowledge free-recall questions (e.g., who wrote Julius Caesar?), then forced-response multiple choice questions along with a confidence rating. Participants were allowed to indicate "don't know." Results and implications will be discussed.

Alcohol intoxication and its effects on eyewitness identification performance
Wendy Kneller & Alistair J. Harvey

Utilising a 2 (alcohol ingestion: intoxicated/sober) × 2 (line-up presentation method: simultaneous/sequential) × 2 (target presence; TP/TA) between-subjects design; this study examined the effect of alcohol intoxication on identification accuracy, decision confidence, decision time, and strategy usage. Whilst no significant difference in accuracy between alcohol groups from simultaneous TP lineups was revealed, the intoxicated witnesses shown a sequential TP lineup significantly outperformed their sober counterparts. No differences were found for TA lineups. Analysis also revealed that alcohol intoxication led to a greater use of relative strategies and a longer delay in reaching a decision.

Alcohol and eyewitness suggestibility
Nadja Schreiber Compo, Rolando N. Carol, Jacqueline R. Evans, Daniella Villalba, Brock L. Brothers, Shirly Dorilas, Frances Ernst, Amanda Lee, Dainelys Linares, Edin Mejia, Andrew Quinn, & Melanie Williams

Many witnesses are intoxicated (Evans, Schreiber Compo & Russano, 2009) and jurors (Evans & Schreiber Compo, 2010) perceive them to be cognitively impaired. However, very little is known about their vulnerabilities. We presented alcohol, placebo or control participants with a crime and a series of multiple choice questions about it. The experimenter falsely told participants that she had accidently run out of copies and that participants should thus use the previous' participant's answer sheet. Preliminary data indicate that intoxicated and placebo witnesses are more likely to falsely acquiesce and to correctly agree with the answers provided than sober witnesses.

Alcohol intoxication impairs memory and increases suggestibility in a mock crime paradigm
Kim van Oorsouw & Harald Merckelbach

Alcohol intoxication at the time of a crime impairs crime-related memories. It has also been suggested that intoxication reduces suggestibility. The present study investigated the effects of alcohol intoxication on memory for a mock crime and suggestibility. Intoxicated participants (n = 67) committed a mock crime after which their memory and level of suggestibility was tested both immediately and 4 days later. Results demonstrate that compared to sober controls intoxication at the time of the crime reduced memory completeness and accuracy and tended to increase suggestibility both when tested immediately but also when sober again. Practical implications will be discussed.

11:45 am– 12:00 pm
Break

12:00 pm– 1:00 pm
Auditorium

AUTOBIOGRAPHICAL MEMORY
Chair: Veronika Nourkova

The intergenerational transmission of autobiographical events
Connie Svob & Norman R. Brown

We investigated the intergenerational transmission of life stories in two groups: a Conflict group and a Control group. Only those in the Conflict Group had parents who had lived through violent political upheaval. All participants recalled and dated ten important events from the life story of a parent. There were two main findings. First both groups displayed a reminiscence bump. Second 25% of the memories produced by the Conflict group were war-related. This indicates that conflict knowledge was passed from one generation to the next and that these conflict-related events were understood to have had a personally-relevant life-altering effect.

Retrieval strategies used to recall autobiographical memories?
John H. Mace & Amanda M. Clevinger

A lot is not known about autobiographical memory retrieval including the various mental strategies that individuals may use

when they are attempting to recall past events. This study investigated the type of strategies that people use to recall the past under of variety of conditions (autobiographical memory tasks that use word or phrase cues including cues which may be deemed naturalistic). We examined the frequency of occurrence of known strategies (hierarchical retrieval Conway 2005) and unknown strategies (e.g. temporal types of strategies repetition and idiosyncratic forms). We also attempted to identify how frequently memories may have been retrieval involuntarily.

Young collectivist/Old individualist: On dynamics of cultural life script in rural village community
Veronika Nourkova

Cultural life script determines the content of life narrative. It was shown that members of collectivistic society recollect interdependent memories while members of individualistic societies recollect independent memories. But it is still unknown if life scripts are homogeneous for different periods of lives. We have compared life narratives obtained from 50 urban and village residents 70-90 years old. We found that cultural life script is a dynamical schema for memory. Urban life scenario turns from individualistic perspective in youth to collectivistic perspective in old age. Contrary rural life scenario switches from collectivistic perspective in youth to individualistic perspective in old age.

The development of the temporal macrostructure of life narratives across the life span
Christin Koeber, Andrea Rodriguez, & Tilmann Habermas

Life narratives of six age groups were analysed in terms of how well-formed their beginnings and endings are and whether they follow a linear temporal order. By age 12 the majority of life narratives began with birth ended in the present and followed mainly a linear temporal order. From age 20 on the use of well-formed beginnings and endings and the maintenance of a linear temporal order were established. This was supported by the longitudinal study of the four younger age groups including their life stories from four years earlier. The maintenance of temporal macrostructure is facilitated by fluid intelligence.

Recital Hall

CLINICAL COGNITION
Chair: Melanie Takarangi

False memories for missing aspects of traumatic events
Deryn Strange & Melanie Takarangi

In this study subjects watched a highly emotional film depicting a car accident in which a number of people including a baby are killed. The film was presented as a series of short segments in which some critical aspects were removed (missing information). Twenty-four hours later we tested subjects' memory for old missing and control information. We expected that people would claim to remember seeing some of the missing information. They did. We found that participants falsely remember seeing 26% of the missing clips. Moreover they were more likely to falsely remember the more traumatic material.

Attentional bias for threatening information in children following a distressing medical procedure
Reginald D.V. Nixon, Neil Brewer, Anna C. McKinnon, & Kate Cameron

Attentional bias was examined in children using the dot probe task. Children who had experienced the removal of k-wires from orthopaedic fractures were compared with an illness control group of medically unwell children. Contrary to predictions k-wire children showed an overall bias away from threatening words compared with illness children. There was a trend for k-wire children to be more avoidant of medical and emotionally threatening words relative to neutral words than illness children but attentional bias was unrelated to later PTSD symptoms although low power would account for this observation.

Emotional impact feedback affects the development of intrusive memories for trauma
Melanie Takarangi, Daisy A. Segovia, Evan Dawson, & Deryn Strange

We investigated the effect of 'social contagion' on memory for trauma. We exposed subjects to a traumatic film, asked them to rate the characteristics of their memory for the film, then exposed some subjects to film 'reviews' ostensibly written by other subjects. The reviews portrayed either an emotionally negative or neutral response to the film. One week later subjects again completed memory ratings for the film, a recognition test and a scale measuring PTSD symptomatic response. Subjects who read neutral reviews were least likely to report PTSD symptoms and rate their memory for the film as having strong qualitative characteristics.

Involuntary and voluntary autobiographical memory retrieval during depression
Lynn A. Watson, Dorthe Berntsen, Willem Kuyken, & Edward R. Watkins

The present study is the first to directly compare involuntary and voluntary memories during depression. 20 non-depressed and 20 depressed participants were asked to record 10 involuntary and 10 voluntary memories using a diary study methodology (Berntsen & Hall, 2004). The results examine the qualities of the memories i.e. specificity emotionality and vantage-point; participants responses to the memories i.e. mood change and physical reaction and the cognitive mechanisms which are associated with changes in autobiographical memory as a function of mood. Conclusions draw upon current research into involuntary memories intrusive memories and models of voluntary memory retrieval during depression.

Room 1

CHILDREN
Chair: Martine B. Powell

Directed or free drawing? The effect of instruction on children's reports in a drawing interview
Emily Crawford, Julien Gross, & Harlene Hayne

When children are explicitly asked to draw about their experiences drawing enhances their reports. In real-world interviews however children sometimes draw pictures without specific instruction. Here we investigated the effect of interviewers' instructions on children's reports. Five- and 6-year-olds took part in an event and were interviewed after a delay. Some children were instructed to draw about the event some children were given no instructions about what to draw and some children were given no drawing materials. Children who drew without specific instructions made more errors than did the other two groups. These findings have important implications for real-world interviews.

Retrieval-induced forgetting in children's memory for repeated-events
Heather L. Price & Tom L. Phenix

Retrieval-induced forgetting research on episodic memory has focused on single exposures. The present work extends this to children's autobiographical memory. Children (grades 2 and 4) participated in 1 activity session on each of 4 days and one day later engaged in a 2-phase retrieval task. In Experiments 1 and 2 delay from initial retrieval to cued recall was 2 hours. In neither experiment were traditionally robust RIF effects observed. In Experiment 3 RIF was observed but only when delay between initial and cued recall was short (15 mins). Implications for children's memory for repeated events and victims of abuse are discussed.

Interviewers' experience is negatively associated with their use of open-ended questions in child abuse interviews
Martine B. Powell, Carolyn H. Hughes-Scholes, Rebecca Smith, & Stefanie J. Sharman

Three studies examined the relationship between prior job experience in interviewing and interviewers' ability to learn open-ended questions. Irrespective of the samples, time delays and modes of training, we found a consistent negative relationship such that the more experienced interviewers performed worse after training and improved the least during training. The results are consistent with proactive inhibition theory - specific questions are commonly used in the workplace (i.e., open-ended questioning constitutes new learning) and experience in the use of specific questions interferes with newly learned open-ended questions. The implications of the results for training programs are discussed.

Stress and face identification in children
Ryan J. Fitzgerald, Heather L. Price, & Deborah A. Connolly

The influence of stress on children's face identification was investigated. Children (n = 80) aged 4- and 5-years-old participated in either 1 or 4 swimming lessons that were anxiety provoking for some but not all children. Although neither anxiety nor lesson frequency had an effect on the accuracy of children's swimming instructor identifications lesson frequency did have an effect on identification confidence. Specifically confidence was higher in children who attended 4 lessons than children who attended 1 lesson. The confidence-accuracy relation was strongest in children who attended multiple lessons. The implications of these results to child witnesses will be discussed.

Room 2

MISINFORMATION
Chair: Ayanna K. Thomas

Is the misinformation effect reduced by using the plurality option?
Karlos Luna & Beatriz Martin-Luengo

The plurality option is an accuracy regulation mechanism that involves control over the number of alternatives reported. In an experiment the ability of participants to reduce the misinformation effect by using the plurality option was tested. Participants watched a slideshow and received misinformation through a narrative. Then they were asked to select one alternative (single answer) and three alternatives (plural answer) and chose which answer to report. Results showed that the amount of misinformation accepted is reduced when participants can select how many answers they want to report showing the beneficial effects of the strategic regulation of accuracy.

Who said what? Testing may cause confusion of what but not who
Miko M. Wilford, Jason C.K. Chan, & Katharine L. Hughes

Taking an immediate test over a witnessed event can increase witness' susceptibility to later misinformation—a finding termed retrieval-enhanced suggestibility (RES, Chan, Thomas, & Bulevich, 2009). However, testing can also enhance source memory (Chan & McDermott, 2007). How can one reconcile these seemingly contradictory findings? In two experiments, we examined the influence of testing on subsequent eyewitness suggestibility based on recall and source monitoring. A powerful RES effect was found in recall, but it was eliminated in a source test. These findings are consistent with an accessibility account of RES (Thomas, Bulevich, & Chan, 2010).

How the older adult can balance completeness and accuracy in the presence of misinformation
Ayanna K. Thomas & John B. Bulevich

We examined 1) whether errors in older adult witness reporting could be attributed to deficits in metamemorial processing and 2) whether older witnesses could be trained to provide both a complete and accurate account of a witnessed event after exposure to misleading post-event information. We found that that when older and younger adults were matched on initial cued recall performance in the misleading condition older adults continued to demonstrate metamemorial impairment when compared to younger adults. These results suggest that balancing memory completeness and accuracy can only be achieved by improving the relationship between memory and metamemory.

An investigation into the interaction between cognitive style, suggestibility to central and peripheral misinformation and the accurate identification of a suspect
Debbie S. Crossland

Adopting the typical misinformation paradigm an hypothesized interaction between field dependency suggestibility to central/peripheral misinformation and line-up decisions was investigated. 120 participants watched a recorded theft had their field dependency determined then read a misinformation narrative before completing a recall test and a line-up. Whilst log-linear analyses found no significant interaction between target presence cognitive style suggestibility and identification accuracy a significant 3-way interaction was suggested between the latter three. Chi-squared analyses also indicated no significant relationship between field dependency and identification accuracy. Analyses however did indicate significantly greater suggestibility to peripheral misinformation with field-independents being more suggestible overall.

1:00 pm– 2:30 pm
Lunch

2:30 pm– 3:45 pm
Auditorium

THE FUNCTIONS AND DYSFUNCTIONS OF AUTOBIOGRAPHICAL MEMORY
Chair: Christopher T. Ball

Gender and self-defining memories
Ali Tekcan, Sukran Okur, Hanife Ugur, & Meymune Topcu

We investigated gender differences in self-defining memories of Turkish late adolescents. Participants' self-defining memories were analyzed for content, specificity, affect, and meaning making. Men reported more achievement-oriented memories than women. However, there were no differences in terms of specificity or meaning making. Participants who reported "gender-defining memories" (memories that were defining with regard to one's gender) revealed differences in content and meaning making. Men's memories were dominated by achievement whereas women reported more relationship memories. Women's narratives also included more emotion and integrative meaning than those of men. Implications of the findings in terms of gender-related meaning making are discussed.

Children's autobiographical memories and social problem-solving skills
Kie Kuwabara & David Pillemer

This paper examines the problem-solving function of autobiographical memory. Several studies with adults support an association between autobiographical memory and social problem-solving performance; however, few if any studies have examined this association with children. Results of our first study with a sample of children attending creative problem-solving camps suggest that accessing personal memories enhances the social problem-solving process. We will present new data collected from two samples of at-risk children (i.e., economically disadvantaged and/or with histories of abuse and neglect). We discuss the possibility of improving children's social skills by encouraging the recall of relevant personal memories during problem-solving.

Rumination, reflection, and perceiving negative events as central to life story and identity
Dorthe K. Thomsen, Anders B. Jensen, Margith Grøn, Thomas Jensen, Mimi Y. Mehlsen, Christina G. Pedersen, & Robert Zachariae

Rumination has been related to memory dysfunctions, whereas reflection may be a more adaptive form of self-focus. We examined if rumination and reflection were related to perceiving a negative memory as central to life story and identity. Sixty cancer patients completed the Rumination-Reflection Questionnaire and the Centrality of Event Scale 2-3 months after receiving their diagnosis. Eight months later, 40 of these completed the same questionnaires. Rumination was positively related to perceiving the illness as central to life story and identity, but only at baseline. Reflection showed no significant effect. Thus, rumination, but not reflection was related to memory dysfunction.

Restrained eating and autobiographical memory
Christopher T. Ball

Autobiographical memory serves many important healthy functions for daily living. However, recent research with clinical populations suggests that autobiographical memory may play a role in some dysfunctional behaviors. This paper will review this research with specific reference to the author's own work with restrained eaters. Restrained eating (chronic dieting) is often identified as a precursor to eating disorders and is common amongst female college students. My research has found that restrained eating is related to the types of autobiographical memories that these women retrieved voluntarily and involuntarily. The implications of these findings to applied clinical settings will be discussed.

Discussant
Tilmann Habermas

Recital Hall

EYEWITNESS MEMORY
Chair: Lauren R. Shapiro

The emotional eyewitness: The impact of anger on eyewitness recall and recognition performance
Kate Houston, Brian Clifford, & Louise Phillips

The present experiment investigated whether the experience of anger an emotion reported by the majority of eyewitnesses may enhance certain aspects of eyewitness memory. Significant interactions between anger and type of detail reported in both free and cued recall were found: angry participants provided a more complete description of the perpetrator but provided a less complete description of his actions compared to neutral participants. In contrast angry participants were less accurate during a target present lineup for the perpetrator compared to neutral participants. The results will be discussed in terms of why evidence may differ between angry and neutral eyewitnesses.

Comparing police and civilian eyewitness memory
John DeCarlo & Jennifer Dysart

Two experiments measured the arousal levels of police and citizen participants and the accuracy of identification decisions in situations that diverted attention from the perpetrator in a simulated crime. Experiment 1 examined weapon presence in three conditions: absent present inferred. Results showed that police officers tested lower on stress and arousal but both police and citizens made more errors when a weapon was inferred or present. Experiment 2 tested whether the presence of two culprits (versus one) affected identification rates. Both police and citizens' identification accuracy was lower in the presence of two culprits.

The influence of distraction and eye-closure on memory accuracy
Timothy J. Perfect

Perfect et al (2008) reported that instructing witnesses to close their eyes during retrieval increases both the quantity and accuracy of details recalled about an event. These effects were attributed to eye-closure reducing environmental distraction thereby enabling more resources to be devoted to the retrieval task. In this talk I will describe a series of studies that separately explore the effects of distraction and eye-closure on retrieval.

Role of stereotypes in witness perception, interpretation, recall, judgment for juvenile male and female thieves' behaviors
Lauren R. Shapiro

58 young adult eyewitnesses interpreted and recalled a bicycle theft in which the sex of the juvenile perpetrator and victim was either the same or opposite. Perpetrator sex and victim sex influenced amount of information provided about victim appearance, and witness interpretation of perpetrator's behavior as 'intimidating,' and as 'stealing' the bicycle rather than 'borrowing' it. Witnesses also provided judgments concerning consequences for juvenile perpetrator concerning involvement of police. Findings suggest that stereotypes by witnesses and the police, particularly for male perpetrators and female victims, may

explain disparity in arrests of male and female delinquents involved in the same crime.

Room 1

STUDYING COGNITIVE PROCESSES RELATED TO DEPRESSION
Chair: Elke Geraerts

The effects of inhibition training on inhibition biases and rumination
Nilly Mor & Shimrit Daches

Rumination, an established risk factor for depression, has been related to difficulties inhibiting negative content. However, the effects of manipulating inhibition for negative content on rumination have not been studied. The aim of this research was to develop an inhibition training procedure in rumination. Students reporting high levels of brooding, the maladaptive component of rumination, were randomly assigned to inhibition (IT) vs. control training (CT). Compared to participants in the CT, those in the IT showed improved inhibition and lower rumination. Our findings attest to the causal role of inhibition in rumination and suggest that inhibition training may reduce rumination.

Maintaining focus avoids the memorial consequences of brooding
Paula Hertel, Amanda Benbow, & Molly Holmes

Students first concentrated on ruminative phrases while reading and repeating individual words that served to divide them. In the focused condition, they repeated the "divider" word on each trial after concentrating on the phrase. Subsequently, they were surprised with a request to recall all divider words. Scores on a measure of ruminative brooding were negatively correlated with recall in the unfocused but not in the focused condition. Brooders benefited from the requirement to hold the word in mind in spite of temptations to brood.

Working memory taxing during recall of a negative memory reduces its vividness and emotional intensity
Iris Engelhard

Laboratory studies have shown that eye movement (EM) during recall of a negative emotional memory reduces its vividness and emotional intensity, compared to recall alone. A working memory (WM) account posits that both tasks (EM and image recall) compete for limited-capacity WM-resources, which impairs imagery, such that images become less vivid/emotional. WM-theory predicts (1) any taxing task will be effective, and (2) an inverted U-shaped dose-response relationship: greater taxing will more greatly reduce vividness/emotionality, but extremely taxing tasks prevent imagery, thereby reducing effects. We examined both hypotheses in a sample exposed to distressing images of the "Queen's Day disaster".

Depression, rumination and working memory
Ernst Koster

Current theories of depression and cognition posit that working memory functioning plays an important role in cognitive vulnerability to depression. Specifically, impairments in working memory could be linked to rumination and emotion regulation. In the current presentation I will present a new model of cognitive control, rumination, and depression. I will discuss cross-sectional as well as prospective data supporting core predictions of this model. Moreover, new research using working memory training procedures is presented that further allows to examine the causal influence of working memory processes on rumination and depression.

Working memory deficits underlying depression
Elke Geraerts

Selective processing of negative information plays a crucial role in the development and maintenance of depression. Theorists suggest that especially deficits in executive functioning lie at the heart of biases in attention, interpretation, and memory in depression. This talk will focus on a study tackling these deficits in depressed patients. A working memory training was administered to patients with major depressive disorder. Results of working memory performance and depressive symptoms will be discussed.

Room 2

FALSE MEMORIES: FROM CONTEXTUAL FACTORS TO INDIVIDUAL DIFFERENCES
Chair: Jeffrey L. Foster

Are three eyewitnesses better than one? The effects of repetition and number of sources on credibility
Jeffrey L. Foster, Maryanne Garry, & Elizabeth F. Loftus

Are three eyewitnesses more believable than one? In two experiments we addressed this question. We asked subjects to read three eyewitness reports. Half of the subjects were told that the reports were all written by the same eyewitness; others were told that each report was written by a different eyewitness. Additionally, half of the subjects read certain claims repeated across all three reports, while others only read them in one. Regardless of how many eyewitnesses ostensibly wrote the reports, repeated claims were rated with higher confidence (Experiment 1), and were more likely to mislead people (Experiment 2) than unrepeated claims.

The happiest place on Earth? It is easier to plant positive false beliefs about Disneyland than negative false beliefs
Shari R. Berkowitz & Elizabeth F. Loftus

No study has yet to systematically explore whether it is easier to plant false beliefs and memories for comparable positive or negative events. To address this, subjects were exposed to fake newspaper articles in order to lead them to believe that they had had a good or bad childhood experience with the Goofy character at Disneyland. The data revealed that it was easier to plant positive false beliefs than negative false beliefs. Additionally, neither event plausibility nor subjects' positive moods accounted for the greater ease of planting a false positive versus false negative event into memory.

Remembering feeling left out
Anne Arola, Jeffrey L. Foster, Kipling D. Williams, & Maryanne Garry

Does being socially ostracized affect how people remember the ostracized event? People played Cyberball, a well known highly reliable computer game that induces strong yet temporary feelings of ostracism. In Cyberball, people play a computer game of catch in which three players pass a ball among each other—but people assigned to an ostracism version of the game suddenly stopped receiving the ball. Across several experiments, we examined how social ostracism effects people's memory for the ostracized event as well as their recall and recognition memory for DRM word lists studied during the ostracized event.

Can individual differences in cognitive style predict false memory susceptibility?
Rebecca M. Nichols & Elizabeth F. Loftus

The scientific literature has well explored the relationship between individual differences in cognitive ability and false memory susceptibility, but there has been a relative dearth of research that explores how one's cognitive style, or preferred method of information processing, may predict one's propensity to commit memory errors. The present research investigates both self-report and behavioral measures of cognitive style and their relationships with false recognition in the Deese-Roediger-McDermott (DRM) paradigm. Findings show that reliance on intuition may increase false memory susceptibility.

False memories of news events: Individual differences in susceptibility
Steven J. Frenda, Shari R. Berkowitz, Jennifer Frayssinet, & Elizabeth F. Loftus

"Crashing" memory studies simply ask participants if they have seen nonexistent video footage of well-known events. For example, there is no known videotape of United flight 93 crashing in Pennsylvania on September 11, 2001, yet nearly half of our sample claimed to have seen witness footage taken from the ground. Many also claimed to remember details from the footage that they could not have seen. Finally, the subjects who remembered details were higher on measures of absorption and dissociation than those who did not. These and other related findings are discussed.

3:45 pm– 4:00 pm
Break

4:00 pm– 5:15 pm
Auditorium

AUTOBIOGRAPHICAL MEMORY, SELF, AND WELL-BEING
Chair: Robyn Fivush

Comparing positive and negative autobiographical memories
Theodore Waters & Robyn Fivush

Research comparing memories of traumatic and positive events has produced inconsistent results. Complicating the issue, researchers employ a variety of measures (e.g. narrative or questionnaire) that make comparison across studies difficult. Further, this research has been criticized for lacking adequate statistical controls (Sotgiu & Mormont, 2008). Our study employed both narrative and questionnaire methodologies to compared memories for traumatic and intensely positive events controlling for retention interval, intensity of the event, and word count in the narrative measures. Results indicate that few differences exist between memories for traumatic and intensely positive events. Implications for memory theory and research are discussed.

Narrative and phenomenological characteristics of stressful memories in relation to psychological health
Andrea Greenhoot, Shengkai Sun, Sarah L. Bunnell , & Katherine Lindboe

This study explored the connections between multiple measures of negative memory qualities and psychological adjustment. Young adults (n=180), some with histories of intrafamilial or domestic partner abuse, recollected their three most stressful memories and rated their phenomenological qualities. We analyzed the narratives for references to meaning, resolutions, internal states, and narrative indicators of phenomenological qualities. There was minimal overlap between self-reported and coded qualities, although both coded and self-reported phenomenological qualities (e.g., emotionality) were positively related to symptoms. Surprisingly, references to meaning and resolutions in the narratives were also related to more symptoms, particularly for participants with abuse histories.

Event centrality of traumatic memories and relations to mental health
Adriel Boals & Darnell Schuettler

Recent studies have demonstrated negative mental health consequences of construing a traumatic event as central to one's identity. In the current study, we replicated an association between event centrality and PTSD symptoms. We also found event centrality similarly predicts posttraumatic growth (PTG) even after controlling for PTSD symptoms, depression, DSM-IV A1 and A2 status of the event, coping styles, and cognitive processing of the event. Because relationships between event centrality and both PTSD symptoms and PTG were positive, construing an event as central to one's identity can indeed become a double-edged sword, allowing for both debilitation and growth.

Memories for positive versus negative experiences of discrimination and their relations with ethnic identity
Monisha Pasupathi, Michelle Twali, & Cecilia Wainryb

Discrimination experiences can spark identity exploration and may lead to stronger ethnic identities. The present study examined narratives about positive and negative experiences of discrimination among 77 college students (n = 36 minority, 41 majority students). Participants completed measures of ethnic identity salience, exploration, and commitment. Negative discrimination memories were longer, with fewer positive emotion words and less insight language than positive memories. For majority individuals, discrimination memories were not associated with ethnic identity. For minority individuals, both positive and negative discrimination memories were associated with ethnic identity indicators, with associations stronger and more multi-faceted for positive memories.

Discussant
Lynne Baker-Ward

Recital Hall

EMOTION SUGGESTION, EXPECTATIONS AND APPLIED COGNITION
Chair: Nicola Brace

Can the Mystery Man help to reduce false identification for child witnesses: A study with video lineups
Catriona Havard & Amina Memon

Although children can identify a target from a target present (TP) lineup as accurately as adults, they are more likely to make a misidentification from a target absent (TA) lineup. In the present study children aged 4-7 and 8-11 years viewed a film of a staged theft and 1-2 days later viewed either a TP or TA video lineup. For

half of the lineups a 'mystery man' (silhouette) was present. When the 'mystery man' was present in the lineup, there were significantly fewer false identifications for the TA lineups, and no significant differences in correct identifications for the TP lineups.

Emotionally involving telephone conversations lead to driver error and visual tunnelling
Gemma Briggs, Graham Hole, & Michael Land

Research shows that driving performance deteriorates during a mobile phone conversation, yet the precise conditions under which interference occurs remains unclear. This study varied the participants' level of emotional involvement in a conversation, while keeping the conversation similar in content for all participants. Twenty-six participants (13 spider phobic), completed a simulated driving task, either undistracted or while conversing on the subject of spiders. Spider phobics demonstrated significantly higher cognitive workload, made more driving errors, than non-phobics, and showed visual tunnelling. The type of conversation engaged in affects driver performance: the more emotionally-involving a conversation, the greater its potential for distraction.

Exploring the CSI Effect: What do potential jurors think they know about forensic evidence?
Jim Turner

With the proliferation of fictionalised portrayals of forensic science, typified by the CSI series of television programmes, concerns have arisen about the effects of exposure to such portrayals on 'lay' understandings of forensic evidence and the potential impact on jury decisions. A key issue is that jurors may expect high-quality, incontrovertible evidence as portrayed in fiction, and may be overly-inclined towards acquittal when it is not forthcoming. This study explored the expectations that a jury-qualified, general-population sample had of forensic evidence, of the kind that typically comes before courts in real cases and the kind that is portrayed in fiction.

The effect of post-event suggestion on the weapon focus effect
Richard Kemp & Donna Li

Eyewitnesses tend to have relatively poor memory for the details of crimes involving a weapon (weapon focus effect) probably because attention is focused on the threat object. We tested an alternative explanation which emphasises the role of post-encoding memory processes by employing a memory conformity paradigm to determine whether the introduction of false post-event information regarding the presence of a weapon can affect memory for other details of the event. As predicted the suggestion regarding the presence of a weapon significantly affected participants' memory for details of the perpetrator. We consider the theoretical and practical implications of this result.

Violent, realistic and unexpected staged crimes: Do participant-witnesses behave differently?
Graham Pike

Ecological validity is an acknowledged problem in eyewitness research, particularly that ethical and practical constraints mean that the expectations and emotions of participant-witnesses are usually a poor match for those of real witnesses. With the help of the BBC and Greater Manchester Police (GMP), two extremely realistic violent crimes were staged (a murder in a pub and an armed robbery) using trained actors and hidden cameras. These were seen by ten 'unsuspecting' participants who were then treated as real witnesses by the GMP who investigated the crimes.

The investigation was also filmed to allow further study of the participant's behaviour.

Room 1

CLINICAL COGNITION
Chair: Barbara Dritschel

The relationship between autistic traits, depressed mood and social problem-solving
Barbara Dritschel, Mary Wisely, & Scott Jackson

The autistic spectrum disorders are associated with difficulties in social problem-solving and autobiographical memory retrieval. Our first study addressed the issue of whether subclinical levels of autistic traits also increase susceptibility for these difficulties. High levels of autistic traits were associated with poorer social problem-solving but had no impact on autobiographical memory retrieval. As high levels of autistic traits are also associated with low mood a second study examined the relationship between autistic traits depressed mood and social problem-solving ability. The results showed that social problem-solving ability functioned as a mediator between levels of autistic traits and low mood.

Context reinstatement effects on eyewitness memory in autism spectrum disorder
Katie L. Maras & Dermot M. Bowler

The Cognitive Interview is one of the most widely accepted forms of police interviewing techniques; however it is ineffective for witnesses with Autism Spectrum Disorder (ASD). One of its main components involves mentally reinstating the context that was experienced at encoding. We present evidence showing that it is the sort of spontaneous mental time travel required by context reinstatement procedures that individuals with ASD have difficulties with; when they are physically back in the same environment and context they recall as much as their typical counterparts and importantly this increase in details relates to persons and actions. Findings indicate that recall in ASD is aided by context but only in the sense of the physical environment.

The effect of attentional scope on hedonic snack consumption
Catherine Hunt & Marie Carroll

Does global and local processing predict snack consumption in the same way that promotion and prevention focus priming does? Participants worked on a global local or control task while given the opportunity to eat. Hemispheric activation was measured before and after the task. Local processing inhibited snack consumption and increased left hemisphere activation; global processing slightly boosted intake and led to a small right hemisphere activation. Situationally induced focus can temporarily affect snack intake.

Posttraumatic Stress Disorder, obesity and weight loss
Kim Berg Johannessen & Dorthe Berntsen

Posttraumatic Stress Disorder (PTSD) has frequently been found to have an impact on the development of obesity with the relationship between past traumatic episodes and obesity usually thought of as uni-directional. The purpose of the present study was to examine whether the level of PTSD-symptoms would decrease as a result of weight loss in obese participants during a 16 week stay at a weight loss facility. The participants' Body Mass Index (BMI) decreased significantly and concurrently a significant decline in the level of PTSD symptoms was observed. The findings are discussed in terms of cognitive theories of PTSD.

Room 2

DECEPTION DETECTION
Chair: Iris Blandon-Gitlin

The effect of previous experience on lying about intentions
Lara N. Warmelink, Par Anders Granhag, Shyma Jundi, Samantha A. Mann, & Aldert Vrij

Previous research (Vrij 2008 Schacter Addis Buckner 2007) suggests that people's lies about their intentions may be influenced by memories. In this study we asked participants to speak truthfully or deceptively about an upcoming trip (veracity). Half of the participants had made this trip in the past; the other half hadn't (experience). The interview contained four sections: general; core event; travelling and planning (section). The results show significant effects for section and veracity but not for experience. This suggests that liars and truth tellers respond differently to certain types of questions but this is not affected by their experience.

A repeated questioning interview strategy induces cognitive load and improves lie detection
Iris Blandon-Gitlin, Bonifacio Arrieta, Victor Gombos, & Elise Mayberry

This study confirmed the hypothesis that increasing cognitive demand in interviewees can improve lie detection. In Phase-one deceptive and honest senders were interviewed with a repeated-questioning strategy that increased mental load by undermining key cognitive processes involved in deception. Their working-memory-capacity (WMC) was assessed to investigate individual differences in deception. In Phase-two observers assessed senders' statements. Results: Deceptive senders experienced greater cognitive load than honest senders. Observers' discrimination performance was affected by senders' WMC; whereas in the control condition better discrimination was revealed for low than high WMC senders in the repeated-questioning condition discrimination was equally improved across both groups.

The ability to detect deceit: Does personality matter?
Emma Williams, Lewis Bott, Michael B. Lewis, & John Patrick

To examine the reasons for individual differences in lie detection ability we measured the relationship between deception detection accuracy and personality characteristics. Seventy-six participants judged 32 video clips of 8 individuals both lying and telling the truth when describing a photograph. Participants completed several self-report measures including the Eysenck Personality Questionnaire Short-Form (EPQ-SF; Eysenck & Eysenck 1991) and the Trait Emotional Intelligence Questionnaire (TEIQue; Petrides & Furnham 2006). Results demonstrated significant correlations between accuracy and extraversion scores of the EPQ-SF $p < .01$ such that high scores on the EPQ-SF were correlated with high lie detection accuracy.

Detecting deception in street interviews
Shyma Jundi, Aldert Vrij, Samantha A. Mann , & Lorraine Hope

This study investigated differences in expressing true and false intentions. Truthtellers were tourists about to visit the Isle of Wight and liars were briefed to pretend to be visiting the Isle of Wight. Participants were interviewed by an experimenter posing as a journalist or as a student conducting research for a tourism degree and were not informed that it was for a psychology study until after the interview. They were asked about their plans and to mark their destination on a map. Results showed liars were less accurate when marking destinations on a map than truthtellers and had lengthier responses.

Using memory dependent eye movements and confidence judgements to detect deception during concealed face recognition
Ailsa E. Millen, Lorraine Hope, Anne Hillstrom, & Aldert Vrij

Criminal associates, such as terrorists, are likely to conceal recognition of other group members to protect themselves and the group at large. It is crucial to quickly determine when an individual is concealing identification of associates to enable officers to apprehend suspects in cases of terrorist threat. The research will present novel findings on two approaches to detect such 'concealed face recognition': 1) eye movement-based memory effects during recognition and 2) meta-cognitive judgments of confidence for face identifications. The potential for using eye movement behaviour and confidence judgments to detect deception in such circumstances will be discussed.

5:15 pm– 5:30 pm
Break

5:30 pm– 6:30 pm
Auditorium

"Why don't they listen to me when I have the data?" and other mysteries of communication science

Carol Tavris

The launch of JARMAC is the right time to ask some difficult questions: Why aren't more people grateful for information that would dispel wrong, self-defeating, and even harmful beliefs and provide healthier ways to live? How can scientists convey the message that they have some really neat information without sounding arrogant or making people feel stupid for holding those non-neat beliefs? And why should the public believe what scientists say anyway, when one week Pluto is a planet and the next week it's suddenly a sad and lonely sphere? In this talk, I'll discuss cognitive dissonance and other mental, emotional, and social factors that impede the ability

and willingness to change our minds and accept new information; the different skills involved in doing science versus communicating science; and offer some lessons learned from failure and success in a lifetime of work in the trenches that surround the ivory tower.

6:30 pm– 8:30 pm
Concourse

COCKTAIL RECEPTION TO CELEBRATE THE LAUNCH OF SARMAC JOURNAL

6:30 pm– 8:00 pm
Concourse

POSTER SESSION #1

1. *Misinformation in closing arguments: Effects on memory and ratings of guilt.* Jacqueline Austin, David Zimmerman, & Deryn Strange
2. *The cognitive pragmatics of joint remembering: Memory interaction and context.* Lucas Bietti
3. *Developing training aids for effectiveness across skill levels.* Martin L. Bink & Evelyn A. Cage
4. *Memory conformity for actors and bystanders.* Marianna Carlucci & Daniel B. Wright
5. *Testimonial supports used by child and adult witnesses in Canada.* Kristin Chong & Deborah A. Connolly
6. *But what about jurors?: Laypersons' predictions of eyewitness identification accuracy in a realistic context.* Sara Cowan, D. Stephen Lindsay, & J. Don Read
7. *The automatic activation of retributive motive in determination of punishment.* Eiichiro Watamura, Toshihiro Wakebe, Yuji Itoh, & Yukio Itsukushima
8. *Retrieval practice helps dyslexic children learn spelling.* Catherine O. Fritz, Peter E. Morris, Paraskevoula Chatzimarkou, & Richard Crombie
9. *The confidence-accuracy relationship in unfamiliar face matching.* Victoria Gilliland, Carolyn Semmler, & Anna Ma-Wyatt
10. *Eyewitness identification of multiple perpetrators.* Zoe Hobson & Rachel Wilcock
11. *When does feedback affect correct responses and why?* R. Reed Hunt, Rebekah E. Smith, & Melissa D. McConnell
12. *Poor memories of potty training.* Timothy Jay, Kristin Janschewitz, & Kevin Seeley
13. *Personality meta-memory and task condition in prospective memory performance.* Azizuddin Khan
14. *A survey of legal practitioners' beliefs about testimonies via modern courtroom technology.* Sara Landström & Rebecca Willen
15. *Ruminative styles of Remembering: What why and how.* Doris McIlwain & Alan Taylor
16. *Extracting concealed information from groups.* Ewout Meijer
17. *Effect sizes and applied psychological research.* Peter E. Morris & Catherine O. Fritz
18. *Improving memory retrieval in offender-based research: the case of residential burglars.* Claire Nee
19. *Momentary life review: A metaphor? An experience? A false memory?* Kirill Nikitin & Veronika Nourkova
20. *Is truth stranger than fiction?: Bizarre details, fantasy proneness, and credibility assessment.* Kristine A. Peace, Krista Brower, & Alexandra Rocchio
21. *The effects of administrator influence and mortality salience on witness identification accuracy.* Lindsey M. Rhead, Dario N. Rodriguez, Vladimir Korobeynikov, Jimmy H. Yip, & Margaret Bull-Kovera
22. *Assessing eyewitness identification accuracy from showups.* Katherine Riess, Andrew Smith, Jeremy Baarbe, Amy-May Leach, & Brian Cutler
23. *Cognitive assessment related to internet performance in young and older adults.* Jennifer C. Romano Bergstrom & Erica L. Olmsted-Hawala
24. *Effects of eyewitness reforms on U.S. law enforcement officers.* Martin A. Safer, Richard A. Wise, & Christina M. Maro
25. *What makes a good witness protection officer? A behavioural observation scale for predicting performance and developing selection processes.* Monica Semrad, Thea Vanags, & Navjot Bhullar
26. *Getting the visualization right, getting the right visualization: Working memory studies to evaluate graphical representations of information.* Susan M. Stevens-Adams, Alisa Bandlow, Charles J. Gieseler, Laura E. Matzen, & Laura A. McNamara
27. *Autobiographical memory distortion in the absence of misinformation: Social contagion without contagion.* Misia Temler, Amanda J. Barnier, John Sutton, & Doris McIlwain
28. *Mock juror's evaluation about children's ability to testify and the effect of the Truth-Lie Discussion.* Ai Uemiya, Yuko Yamasaki, & Makiko Naka
29. *Retrieval induced forgetting' implications for children's testimony.* Celine van Golde & Pauline Howie
30. *Gender and race effects involved in the effect of eye-closure on eyewitness memory for a live altercation.* Annelies Vredeveldt, Steven D. Penrod, Hae R. Jin, Veronica A. Cortez, Alexandra Bennett-Roach, Erin Kearns, & Jacqueline Howe
31. *Source monitoring and influence effects in memory conformity using delays in the timing of post-event discussions.* Paul Williamson, Amanda Pearce, & Suzana Freegard
32. *Suggestibility decreases with age: Exploring the phenomenon with a visual scale.* Alexandra Cunha, Pedro B. Albuquerque, & Teresa Freire
33. *Emotion regulation during autobiographical remembering affects memory quality.* Sideeka Ali & Nicole Alea
34. *Memory for sexist humor.* Christopher T. Ball, Sharon Antal, Grace Barnard, Laura Blankenship, Amy Corron, Sara Dean, & Jason Devin
35. *Comparing the memory narrowing effect for text-based and image-based depictions of the same emotional event.* Christopher T. Ball, Matt McFadden, Ben Pryor, Kira Schifano, Kenay Sudler, & Katherine Zatrow
36. *Within-subjects designs in lineup research: Target-lineup presentation impacts identification accuracy.* Michelle I. Bertrand, Rod C.L. Lindsay, Jamal K. Mansour, Natalie Kalmet, & Jennifer L. Beaudry
37. *Positive emotion does not "undo" negative for insight tasks.* Angie Tanner & Angie Birt
38. *Effect of emotion on memory: Objective subjective and individual difference measures of emotion.* Angie Birt
39. *Generalizing the category adjustment model to familiar navigable spaces.* Cristina Sampaio & Brittany A. Cardwell
40. *Explaining the identifiability effect in false memories: Thematic identification leads to more rejection, not to less activation.* Paula Carneiro & Angel Fernandez
41. *Involuntary autobiographical memory cues in everyday settings.* Amanda M. Clevinger & John H. Mace

42. *Memory accessibility and medical decisions: The role of socially shared retrieval induced forgetting.* Dora Coman, Alin Coman, & William Hirst

43. *Examining the immediate and delayed aspects of the testing effect.* Adam R. Congleton & Suparna Rajaram

44. *Spontaneous autobiographical memory retrieval during social problem-solving across the mood spectrum.* Ashley Dennis & Barbara Dritschel

45. *The role of body position in autobiographical memory retention.* Katinka Dijkstra, Rolf A. Zwaan, & Elke Geraerts

46. *Does perceived corroboration or collaboration affect testimony credibility?* Lauren Y. French, Charlotte Middleton, & Shelley Ann Maxwell

47. *Bias of script-driven processing on eyewitness memory in young and older adults.* Elvira Garcia-Bajos, Malen Migueles, & Alaitz Aizpurua

48. *The confident co-witness: Effects of misinformation on memory conformity.* Kerri A. Goodwin, Robyn Bingham, Ashley Inman, & Janet Frenkil

Tuesday 28 June

9 – 10:15 am
Auditorium

Confirmation Bias in Legal Settings: A Panel

Keith Findley, Karl Ask, & Gary Wells

Confirmation bias (sometimes referred to as tunnel vision) has been shown to play a role in a large number of miscarriages of justice. It has been defined as a process that 'leads investigators, prosecutors, judges, and defense lawyers alike to focus on a particular conclusion and then filter all evidence in a case through the lens provided by that conclusion' (Findley & Scott, 2007). Rather than being the single cause of a false conviction, confirmation bias runs like a common thread through many, if not all cases in which innocent people have been convicted for crimes they did not commit. This panel will discuss the phenomenon of confirmation bias from psychological and legal perspectives. The panelist will discuss the mechanisms of confirmation bias, as well as possible remedies offered by psychological research.

10:15 am – 10:30 am
Break

10:30 – 11:45 am
Auditorium

THE DEVELOPMENT OF THE LIFE STORY
Chairs: Robyn Fivush & Tilmann Habermas

Using the self to organize memory
Azriel Grysman & Judith A. Hudson

Contemporary models of autobiographical memory attribute a prominent role to the conceptualization of the self. In an attempt to deepen an understanding of how the self, and its instantiation in the life story, serves to organize autobiographical memory, two studies analyzed narratives of personally experienced events. The first examined the effects of a priming technique in which the sense of self was made salient. The second compared early adolescents to emerging adults on narratives of high points, low points, and turning points. Results indicate concrete ways that autobiographical reasoning develops during adolescence and subsequently affects memory.

Cultural life scripts and the development of coherence in children's and adolescents' past and prospective life stories
Annette Bohn & Dorthe Berntsen

This study examines the relationship between the acquisition of cultural life scripts and the ability to produce past and prospective life stories. 147 children (9 to 15 years) produced life scripts, past weekend - and imagined future weekend stories, past life stories, and their imagined future life stories. Life scripts were scored for typicality compared to an adult norm. Stories were scored for coherence. Future life stories consisted mainly of life script events. Life script typicality increased with age and correlated (controlled for age) with past- and future life story coherence, but not with past- or future weekend story coherence.

Selves in the making: A cross-culture investigation into the development of life story in adolescence
Yan Chen, Helena McAnally, Elaine Reese & Qi Wang

Individual life stories and critical event narratives (i.e., low point and high point events) were collected orally from 90 New Zealand European (NZE) and 88 New Zealand Chinese (NZC) adolescents aged between 12 and 21. As expected, the complexity and coherence of life stories increased with age, as did the coherence of event narratives. Starting from age 18, all life chapters were based on life periods, which coincides with the emergence of narrative identity. Considering cultural differences in the emergence of autobiographical memory, we will further explore the possible influence of culture on the structure and coherence of life stories.

Longitudinal adolescent and cross-sectional life span development of global coherence in life narratives
Tilmann Habermas, Alexa Negele, Klara Matjasko & Malte Mirsching
In this study subjects watched a highly emotional film depicting a car accident in which a number of people including a baby are killed. The film was presented as a series of short segments in which some critical aspects were removed (missing information). Twenty-four hours later we tested subjects' memory for old missing and control information. We expected that people would claim to remember seeing some of the missing information. They did. We found that participants falsely remember seeing 26% of the missing clips. Moreover they were more likely to falsely remember the more traumatic material.

Discussant
Robyn Fivush

Recital Hall

MEMORY IN A FORENSIC CONTEXT
Chair: Anita Eerland & Elke Geraerts

Physiological, psychological and behavioral consequences of changing autobiographical beliefs and memories
Kathy Pezdek & Roxanna Salim

Creating or changing autobiographical beliefs can affect autobiographical memories. We show that there are behavioral consequences as well. We suggested to individuals that they had had a positive public speaking experience in early childhood; they then thought about and retrieved details of this. Compared to a control condition, those in the treatment group exhibited superior public speaking performance on the Trier Social Stress Test (TSST). Further, physiological measures of cortisol and a self-report measure of anxiety (STAI-S) reflected a significantly larger increase in anxiety from before to after the TSST in the control than treatment condition. Suggestively priming memory for an event increases the accessibility of that memory and consequently affects performance on related behaviors.

False memories in recovered memory therapy: Causes and consequences
Sabine Wanmaker, Elke Geraerts, Birgit Mayer, & Katinka Dijkstra

Recovered memory therapy can sometimes cause people to recover fictitious memories. For instance, childhood sexual abuse or previous lives have been recovered in this way. The current talk will focus on two studies. The first study examines the causes and cognitive mechanisms (e.g., source monitoring) behind fictitious memories recovered in regression therapy. The second study then inspects the consequences of such recovered memory therapies. Our findings stress the danger of suggestive therapy: Individuals with recovered abuse memories show similar psychopathology as people who have been abused during childhood. Clearly, these studies have important implications, which will be discussed during this talk.

Out of sight, out of mind: The presence of forensic evidence counts more than its absence
Anita Eerland, Lysanne S. Post, Eric Rassin, & Rolf A. Zwaan

Recent evidence suggests that decision makers in criminal procedures are susceptible to biases like feature positive effect (i.e., the fact that people consider positive information more important than negative information; FPE). The present study tries to uncover the mechanisms behind this bias by investigating the processing, memorization, and use of forensic evidence by using eye tracking and recall. Students read a case file about a fistfight and additional forensic evidence, while their eye movements were recorded. Afterwards, they had to recall the given information and indicate which information they considered relevant to decide on the suspect's guilt. Results provide evidence for the occurrence of FPE during information processing, memorization and use of information.

When eyewitnesses talk: Psychological processes that can affect memory reports
Daniel B. Wright

When two witnesses experience the same event they often talk about it. What one witness says can influence what the other witness reports, something that is called memory conformity or the social contagion of memory. The key psychological processes are normative influences for agreeing with others, informational influences for wanting to be right, and effects on memory. A basic framework for exploring the inter-relations between these is discussed. Recent data, on how individual differences moderate the memory conformity effect and on how experimental manipulations that affect people's beliefs in their own and other people's memories affect informational influences, support the framework.

Room 1

GEOFFREY R. LOFTUS: WHAT CAN WE LEARN ABOUT REAL-LIFE POLICE LINEUPS FROM AN EXPERIMENT THAT USES REAL-LIFE POLICE LINEUPS?

Room 2

NEW DEVELOPMENTS IN ADAPTIVE MEMORY
Chairs: Mark L. Howe & Mike Toglia

Survival processing in paired associate learning
Bennett L. Schwartz & Brock L. Brothers

Survival processing experiments show that evaluating words in terms of relevance to wilderness survival leads to optimal retrieval in free recall. In the current study, we were interested if survival processing would lead to optimal retrieval in cued recall. In the study, participants studied English-Swahili translation equivalents and then later attempted to recall the English word when given the Swahili translation. Results showed that survival processing led to better recall relative to some conditions (e.g., pleasantness ratings), but imagery instructions led to equivalent encoding to survival processing in cued recall.

The influence of survival processing and relevance to survival on veridical and false recall
Mike Toglia, Catherine M. Baker, Aaron Leedy, Eileen M. Beatrice, & Rachel L. Seaman

Recent studies have addressed the notion that human memory evolved to assist remembering fitness-relevant information. We investigated recall of DRM lists varying in survival relevance that were processed for pleasantness, or two forms of survivability. Less veridical memory was observed with survival-grasslands encoding than generic survival and pleasantness, and survival conditions produced more false memory than processing for Pleasantness. Survival-relevant lists yielded greater true memory, but more false memory than survival-irrelevant lists. Additional analyses examined output order of critical item and other false memories. Findings are discussed in terms of theories of illusory recollection and their significance to adaptive memory.

Adaptive memory: Stereotype activation is not enough
Henry Otgaar, Tom Smeets, Harald Merckelbach, Marco Jelicic, Bruno Verschuere, & Laura van Riel

This study examined whether the survival recall advantage results from stereotype activation. To test this, we conducted a pilot study and two experiments in which participants were primed with stereotypes (Experiment 1: professor and elderly; Experiment 2: survival-stereotype). In Experiment 1, 120 undergraduates were randomly assigned to a survival, professor stereotype, elderly stereotype, or moving scenario. In Experiment 2, 75 undergraduates were divided into a survival, survival-stereotype (based on our pilot study), or moving condition. Both experiments demonstrated the standard survival recall advantage. These data

indicate that the mere activation of stereotypes cannot explain the survival recall advantage.

Is there a survival recall advantage for people with a history of childhood sexual abuse?
Linsey Raymaekers, Henry Otgaar, Maarten Peters, Tom Smeets, & Harald Merckelbach

The current study examined survival processing in people with a history of childhood sexual abuse (CSA) versus people without such trauma history (controls). An abuse script was developed to explore the role of self-referential processing in which to-be-remembered information is related to the self. Participants with continuous memories of CSA (N=39) and controls (N=39) rated the relevance of words to a survival, pleasantness, or an abuse (i.e., inducing self-referential processing) scenario. CSA and controls did not differ and both showed the standard survival recall advantage. Self-referential processing did not lead to superior recall for people with a history of CSA.

Do false memories for survival information prime problem solutions?
Mark L. Howe & Sarah R. Garner

Survival information, like survival processing, produces more true (TM) and false memories (FM), reducing net accuracy. We wondered whether increased FMs for survival information might be advantageous in tasks other than memory, specifically, problem solving (compound remote associates task, CRATs). Our previous research has shown that FMs are effective in priming solutions to CRATs. The research presented in this symposium shows that FMs based on survival information serve as better primes for CRATs than FMs based on nonemotional information. Thus, increased FMs associated with processing survival information may not be advantageous to memory per se, but rather, to problem solving.

11:45 am– 12:00 pm
Break

12:00 pm– 1:00 pm
Auditorium
SPECIAL EVENT: SPEED DAT(A)ING

Featuring: Henry L. Roediger III, Carol Tavris, Neil Brewer, D. Stephen Lindsay, Maryanne Garry, & Robyn Fivush

The aim of the event is to give students & young faculty 5 minutes with a famous academic to discuss their problematic data...before the bell rings and they move on! This gives our younger members unrivalled access to world experts, and gives our experts the opportunity to show why they are experts!

1:00 pm– 2:30 pm
Lunch (not provided)

2:30 pm– 3:45 pm
Auditorium

CONSTRUING THE SELF ACROSS AND BETWEEN THE LIFESPAN
Chairs: Adam D. Brown & Janine P. Buckner

The role of memory and self-construal in PTSD
Adam D. Brown, Richard A. Bryant, Charles R. Marmar, & William Hirst

Abnormalities in autobiographical memory and disturbances in self-identity are linked with the onset and maintenance of clinical disorders. In fact, studies investigating these abnormalities have elucidated key mechanisms underlying various pathological conditions, and have informed therapeutic interventions. This is particularly visible in studies of Post Traumatic Stress Disorder, which is characterized by distressing autobiographical memories and maladaptive appraisals. I will review burgeoning research investigating relations among cognitive appraisals, self-construal, and autobiographical memory, and address how these are related to social, cognitive, and affective functioning. I will also suggest how these relate to individuals' risk and resilience to stress and trauma.

Being "us": Shared remembering in older couples
Celia B. Harris, Amanda J. Barnier, John Sutton, Doris McIlwain, & Paul G. Keil

In cognitive psychology, autobiographical remembering is argued to serve important functions for individuals, including identity functions. In the social sciences, collective memory is argued to shape collective identity and culture. To study the interplay between individual- and group-level processes, we conducted in-depth interviews with older couples. These couples recalled significant shared events both separately and together. Important insights into the individual and social functions of shared remembering emerged from the interviews, particularly in terms of emotion, group identity and relationship maintenance. We discuss these findings in terms of the functions of shared remembering – especially for identity – in intimate groups.

Managing the current self in current contexts: The role of "audience" in portraying the past
Janine P. Buckner & Gregory P. Cvasa

When we talk about past experiences, our particular stories are shared with particular people, for particular reasons. Indeed, "audience" tremendously impacts even the finest details we include (or omit)–intentionally or not. In this talk, we share data indicating how perceptions of current recipients of our stories may influence the structure and details of the narratives we produce, as well as specific aspects of content (e.g., emotion, references to self/other). We also describe how gender may mediate this effect, and suggest ways that self-portrayals are mediated within social collaboration and/or the co-construction of tales of our meaningful moments in life.

Gender and autobiographical memory: Developmental and cross-cultural perspectives
Judith A. Hudson & Azriel Grysman

Females demonstrate a consistent advantage over males in many autobiographical memory tasks. Yet, a comprehensive exploration of gender and autobiographical memory does not exist. This talk focuses upon research on mother-child interactions and cross-cultural research, shedding light on gender differences found in children and adults. We will present new findings from our research suggesting how girls in Western cultures are socialized to pay greater attention to thoughts and feelings when telling a narrative. This emphasis leads them to think about the past self differently than boys, resulting in earlier first memories and more elaborate representations of the personal past.

Discussant
Katherine Nelson

Recital Hall

RECALL RECOGNITION AND WITNESS TESTIMONY
Chair: Graham Pike

Does an early recall opportunity make witnesses more susceptible to misinformation?
Fiona Gabbert, Lorraine Hope, & Kirsten Lindsay

A current debate concerns whether an immediate recall opportunity increases or decreases eyewitness suggestibility. We explored whether the type of immediate recall test used can account for the contrasting findings. Participants viewed a simulated crime and then completed a Free-Recall test, a Cued-Recall test, or a Filler task. After hearing a misleading narrative summarizing the event, participants completed a final Cued-Recall test. Participants who had completed an initial Cued-Recall test were more influenced by the misinformation than participants in the Free-Recall and Control conditions (who did not differ). Results will be discussed in relation to the implications for interviewing eyewitnesses.

How do witnesses construct composites? A pilot ERP study
Hayley Ness, Leigh Riby, & Charlie Frowd

While research has demonstrated that the likeness portrayed in facial composites can be improved at test, research on improving composites during construction has produced mixed results. One of the reasons for this is that while technological advances have been made in composite system construction, very little is understood about the perceptual and memorial processes that are involved. This investigation reports data from an exploratory pilot study where EEG was measured during composite and memorial ERP components of face processing and working memory and the results provide important insights into this problematic area.

Investigating facial composite construction using eye movements
Nicola Brace

EFIT-V is one of a new generation of facial composite systems where witnesses work through arrays of faces choosing the best likeness. With EFIT-V they also have the option of making changes to facial features. To explore whether witnesses are able to make best use of the software, they were shown either an average or a distinctive face, and their eye movements were recorded. Two days later they were asked to create a facial composite of the face using EFIT-V. Results considered the relationship between their eye movements during the encoding phase and their interaction with the composite construction software.

Investigating eye movement patterns for sequential video VIPER line-ups
Sue Hunter & Graham Pike

The standard eyewitness identification procedure in the UK is to use a video parade which is shown to the witness twice before they are asked to make a decision. Previous research has shown that this practice does not necessarily increase the number of false alarms, it has also found that some odd attentional and memorial effects may be produced. The current study used eye-tracking analysis to determine whether participant-witnesses view the second presentation of the video parade differently to the

first presentation and also whether viewing behaviour is affected by the presence or absence of the target.

Discussant
Amina Memon

Room 1

SOCIAL MEMORY
Chair: Kat Jamieson

Social pre-warnings decrease social contagion and increase socially-shared retrieval-induced forgetting
Dana F. Wohl, Jonathan Koppel, & William Hirst

The present research explores the effects of selective remembering in a group on subsequent memory. Specifically, it examined the effect of a warning on Socially-Shared Retrieval-Induced Forgetting (SS-RIF), contrasting it with warning effects on social contagion. In a modification of the standard RIF paradigm, pairs of individuals studied stories consisting of similar, yet subtly distinctive events. In the experimental condition, prior to a collaborative recall task, listeners were "warned" that their partner was intending to mislead them and must therefore closely monitor their partner while engaging in the conversational component of the study. No warning was given in the control condition. After the collaborative recall, individual memories were assessed. Results showed the standard decline in social contagion in the presence of a warning, but, in contrast, demonstrated an increase in levels of SS-RIF. The results are interpreted in terms of current theory of socially shared retrieval-induced forgetting.

Susceptibility to memory conformity: Exploring the effects of credibility and time delay
Kat Jamieson & Fiona Gabbert

We explored whether perceived source credibility has a moderating effect on an individual's susceptibility to memory conformity and if so whether this effect persists following a delay. Dyads (participant and confederate) viewed a simulated crime and engaged in a collaborative memory test where the experimenter read aloud 20 crime event questions. To manipulate participants' perceptions of their partner's credibility confederates provided either mostly correct or mostly incorrect answers in response to the initial 10 questions and an equal amount of correct or incorrect answers for the remaining 10 questions. Immediate and delayed memory conformity was examined.

Room 2

NON-BELIEVED MEMORIES: CONCEPT DATA AND IMPLICATIONS
Chair: Alan Scoboria

Dissociating autobiographical belief and recollection using non-believed memories
Alan Scoboria & Giuliana Mazzoni

We consider what the existence of non-believed memories indicate about the relationship between autobiographical belief and recollection. We present data in which we contrast belief and recollection ratings made across non-believed memories, believed memories and believed-but-not-remembered events. Analyses across events results in an empirical dissociation between judgements of autobiographical belief and recollection. Additionally, recollection is predicted by phenomenology

associated with mental reinstatement, whereas belief is predicted by event plausibility and social feedback about events. These findings support the argument that belief in the occurrence of events and recollection are based in distinct sources of information and processes.

Recollection, (non-)belief, reality, and metacognition
Hartmut Blank

Non-believed memories are striking examples of divergences between recollective experience and belief/confidence in this experience. (Other memory phenomena have similar characteristics; e.g. déjà vu, memory misattributions, acceptance of misinformation over originally witnessed event details, retraction of sexual abuse memories, etc.) Central to understanding such phenomena is the realisation that memory has reality constraints, in that it serves to represent (past) reality. Therefore, beliefs about reality restrict the interpretation of one's recollective experience. Consequently, changes in one's beliefs about reality can lead to differential endorsement of recollected information. Generally, this indicates metacognitive awareness of the fallibility of one's memory.

Recollecting, believing and other aspects of remembering
Jennifer Talarico

There are several independent but related concepts in the study of what it means to "remember" a personally-experienced event. One can distinguish between remembering an event and knowing that it happened, remembering an event that one does or does not believe to have occurred, remembering an event with varying levels of confidence in the accuracy of that memory, or remembering an event with high or low degrees of reliving the event and perceptual vividness. Previous work has shown dissociations between recollection and belief as constructs but there is conflicting evidence as to the relationship between each and other phenomenological properties.

Children's and adults' false and non-believed memories
Tom Smeets, Henry Otgaar, & Alan Scoboria

Non-believed memories (NBMs) are memories for an event you stopped believing in. Until recently, NBMs were assumed to be extremely rare. Interestingly, debriefing procedures in false memory implantation studies might result in NBMs. Hence, our purpose was to assess whether NBMs could be evoked in children and adults when using an implantation paradigm and test whether NBMs differ from true memories. Specifically, children and adults received true and false narratives (hot air balloon ride) and had to report everything they could recollect about the events. Also, they received the Memory Characteristic Questionnaire. Findings and implications will be discussed.

Discussant
Giuliana Mazzoni

3:45 pm– 4:00 pm
Break

4:00 pm– 5:15 pm
Auditorium

INTERNATIONAL PERSPECTIVES ON THE FUNCTIONS OF AUTOBIOGRAPHICAL MEMORY
Chair: Nicole Alea

Functions of involuntary versus voluntary autobiographical memories
Anne Scharling Rasmussen & Dorthe Berntsen

By definition, voluntary recall of autobiographical memories is goal-directed and therefore purposeful, whereas involuntary recall is associative, relying less on executive control processes. Consequently, involuntary memories may reflect different functional reasons for remembering than voluntary memories. Here, 49 Danish undergraduates recorded their involuntary versus voluntary memories in a natural setting and rated their functions. Voluntary recall was more associated with problem solving and social sharing functions than involuntary recall, whereas involuntary recall was more associated with day dreaming, periods of boredom and no reasons for remembering. In conclusion, involuntary and voluntary recall serves different types of functions in daily life.

Self-enhancement function of memories in emerging, young, and middle-aged adults
Burcu Demiray & Steve Janssen

The self-enhancement function of autobiographical memories was examined with Turkish young and middle-aged adults. Participants reported the seven most important memories of their lives, and rated them in terms of emotional valence and subjective distance from the present. Findings showed that middle-aged adults felt psychologically closer to positive than to negative experiences, independent of the actual age of the memories. Young adults, however, felt similarly close to positive as to negative memories. In sum, middle-aged adults were more likely to use their memories for self-enhancement purposes (to feel better about their current selves). Findings are discussed with a lifespan-developmental perspective.

The Thinking about Life Experiences Scale (TALE): Cultural validation of a measure of memory function
Nicole Alea, Mary J. Arneaud, & Sideeka Ali

Autobiographical memory serves three theoretical functions: self, social, and directive. Confirmatory factor analysis was used to examine the psychometric properties of a self-report measure of memory function, the revised Thinking About Life Experiences scale (TALE). The sample consisted of 181 Trinidadians ranging from 18 to 61 years-old and racially representative of the country. The self-continuity, social-bonding, and directing-behaviour subscales were reliably replicated, and the pattern of results held across age, gender, and racial groups. Mean-level analyses revealed that the three functions of autobiographical memory were used less frequently with increasing age. The consistency of results with other countries is discussed.

Discussant
David Pillemer

Recital Hall

UNDERSTANDING INVESTIGATORS: INFLUENCES ON EYEWITNESSES, EVALUATIONS OF ALIBIS, AND DECISIONS IN INTERVIEWS
Chair: Amy Bradfield Douglass

The influence of feedback on pre-identification confidence and witness identifications
Neil Brewer, Tick Zweck, Nathan Weber, & Gary Wells

Eyewitnesses presented with a police lineup have usually been interviewed by police. Any feedback received during that process is likely to shape witnesses' perceptions of the quality of their memory. Witnesses saw events, were interviewed, received negative feedback about their recall, rated pre-identification confidence and viewed target-absent lineups. Witnesses who believed they had a poor memory, and that bad recall would mean poor recognition, displayed lower pre-identification confidence, set a laxer decision criterion and made more false identifications than witnesses led to believe poor recall was good for recognition. Subsequent experiments examined effects of positive feedback and target-present performance.

Order of evidence and evaluations of alibi credibility
Leora Dahl & Heather L. Price

We are interested in examining whether the order in which mock investigators receive the evidence affects judgments of the defendant's guilt and the alibi provider's credibility (as was found in previous research: Dahl, Brimacombe, & Lindsay, 2009). We are conducting a 2 (eyewitness decision: ID Suspect vs reject lineup) by 2 (Age of alibi provider: 6 vs 25) by 2 (order: alibi first vs eyewitness first) between subjects design, analyzing ratings of the defendant's guilt and the alibi provider's credibility.

Dynamic interviewer-witness interactions: How do different goals affect the information collected?
Amy Bradfield Douglass, Natalie Perez, Neil Brewer, Carolyn Semmler, & Victoria Gilliland

Pairs of participant-interviewers and participant-eyewitnesses (N = 36) communicated about a witnessed event. Participants either received instructions indicating that they should obtain (or provide) as much information as possible (informativeness condition) or they were told to obtain (or provide) only accurate information (accuracy condition). When interviewer and eyewitness instructions matched, eyewitnesses produced more accurate reports and spoke fewer words. There was also an interaction between interviewer and eyewitness instructions on the number of words spoken by the eyewitness, suggesting that interviewers who receive accuracy instructions are more likely to influence eyewitness reports.

The power of the spoken word: Can spoken-recall enhance eyewitness evidence?
Helen Paterson, Ingrid McPhee & Lauren Monds

The Self Administered Interview (SAI) is a newly developed tool designed to consolidate witness memory for the event and inoculate them against misinformation (Gabbert et al. 2009). However the written format of the SAI presumes a level of literacy that many eyewitnesses may not possess. Thus the utility of a spoken option for the tool warrants investigation. In this study 65 participants viewed a crime video and completed an immediate spoken-recall written-recall or no-recall. Participants returned a week later and encountered correct and incorrect postevent information before being interviewed. Findings will be discussed in terms of practical implications.

Room 1

EXPERIMENTAL INVESTIGATION OF CO-WITNESS CONFORMITY EFFECTS USING THE MORI MISINFORMATION PARADIGM
Chair: Kazuo Mori

Co-witness conformity effects of pre-schoolers
Kazuo Mori & Ryuta Takahashi

Thirteen pre-school and ten undergraduate pairs participated as eyewitnesses to a criminal event. The event was presented using animated cartoons in the MORI misinformation paradigm. Participants recalled what they observed in three separate sessions: individually immediately after the presentation, in pairs collaboratively after collaborating on a unified report, and again individually one week later. The main results were: (a) in general, pre-schoolers had poorer recall than undergraduates, (b) both pre-schoolers and undergraduates were better at recall in the collaborative reports, and (c) pre-schoolers tended to conform more frequently than undergraduates in the week-later tests.

Speaking order predicts exposure to misinformation, but not necessarily susceptibility to misinformation
Lauren Y. French & Maryanne Garry

Some co-witness research suggests that speaking order predicts misinformation susceptibility (Gabbert et al. 2006). Lindsay (2007) proposed that these order-effects might be caused by differences in misinformation exposure, not differences in misinformation susceptibility. We used data from five experiments to investigate this issue further. Consistent with the previous research, speaking order appeared to predict misinformation susceptibility when misinformation exposure was not considered. However speaking order did not consistently predict misinformation susceptibility when examining only instances where people were exposed to misinformation. Additionally, speaking order predicted misinformation exposure. Taken together, the results support Lindsay's idea that order-effects might actually be exposure-effects.

Does memory conformity lead to false reports, memories, or beliefs?
Tanjeem Azad, D. Stephen Lindsay, & C.A. Elizabeth Brimacombe

We used the MORI technique to explore the extent to which people falsely remember unseen details only learned from another person during co-witness discussion. In our paradigm, subject pairs watched an event and then discussed each scene. In some scenes, details were viewed by only one or the other member of the pair. Findings from Experiment 1 suggest that co-witness discussion creates false reports but not necessarily illusory memories or beliefs. A second experiment aimed to shed light on whether there are particular conditions following co-witness discussion that may render a person susceptible to developing illusory recollections.

Simple versus cumulative misinformation effects
Fiona Jack & Rachel Zajac

In investigative contexts, cumulative exposure to misinformation might occur when an investigative interviewer refers to information obtained from another person, to whom the witness

has also spoken. We compared simple and cumulative misinformation effects, using the MORI technique. Pairs of undergraduate students were shown two very similar films, containing eight critical differences. Participants were then exposed to misinformation about some of the critical items during a discussion with their partner and/or via suggestive questions from an interviewer, before completing a final questionnaire. Results suggest that cumulative exposure to misinformation may be particularly damaging to eyewitness testimony.

Discussant
Geoffrey R. Loftus

Room 2

THE CONSEQUENCES OF COGNITIVE FLUENCY ON JUDGMENTS AND MEMORY
Chair: Daniel M. Bernstein

What's in a name: pronunciation fluency affects judgments about other people
Mevagh Sanson, Eryn J. Newman, Jeffrey L. Foster, Daniel M. Bernstein, & Maryanne Garry

When information is easy to process, people evaluate that information more positively. We ask whether the complexity of a name would affect people's evaluations of others. Subjects saw easy (e.g., Lubov Ershova), and difficult-to-pronounce (e.g., Czeslaw Ratynska) names and made a judgment about each name. Across three experiments people judged the familiarity or safety of each name and the credibility of claims attributed to those names. People rated easy-to-pronounce names as more familiar, less dangerous, and claims attributed to those names as more truthful.

Retrieval fluency influences performance predictions and perceptions of fairness for test questions
Gregory S. Franco, Eryn J. Newman, & Maryanne Garry

When information is easy to recall, that information feels more frequently encountered, more probable, and more likable. We ask whether people would also use ease of retrieval to inform judgments about test fairness. Subjects studied a list of words or a narrative and were asked to recall either 4, 8, 12 or many examples from the studied material. Then subjects rated the difficultly and fairness of the test, they also predicted their future test performance. Judgments of test fairness and predictions about performance were related to perceptions of recall ease or difficulty.

Sentence complexity in the misinformation effect
Samuel Knight, Jeffrey L. Foster, Brittany A. Cardwell, & Maryanne Garry

Is a statement more convincing when written in simple or complex language? In this study, subjects completed a misinformation effect experiment. Subjects first watched a video of a mock crime, and then read one of three misleading narratives about the crime. Some subjects read a narrative written using simple words (walked); some subjects read a complex narrative using complex synonyms (meandered); others read a mixed narrative with a mixture of simple and complex sentences. Later, subjects completed a recognition test about what they saw in the video. Our results show that subjects who read the mixed narrative were the least misled.

Perceptual and conceptual fluency increase auditory hindsight bias
Patricia I. Coburn, Alex M. Wilson, & Daniel M. Bernstein

We examined the effects of priming on auditory hindsight bias. At study, participants heard clear words presented either 1, 3 or 6 times. At test, participants estimated what percentage of their peers would correctly identify distorted versions of the words they had heard at study, in addition to new distorted words. Distorted words were presented with no test prime, an auditory test prime, or a written test prime. Perceptual and conceptual fluency provided by a single auditory or written test prime increased auditory hindsight bias, overriding the priming effects of previous exposure to the words at study.

Discussant
Daniel M. Bernstein

5:15 pm– 5:30 pm
Break

5:30 pm– 6:30 pm
Auditorium

The Great Myths of Popular Psychology: The Gap Between Scientific and Everyday Understanding

Scott Lillienfeld

In this talk, Dr. Lillienfeld will examine the prevalence and causes of myths and misconceptions regarding popular psychology, including those relevant to memory and cognition. Along with tangible examples (e.g., people use only 10% of their brain power, memory operates like a video camera, listening to Mozart's music improves our intelligence, we should always trust our first hunches on exam questions), he will explore the reasons why "commonsense" understanding of psychological phenomena is so often subjectively compelling, but also why such understanding can frequently be profoundly misleading. He will conclude by discussing research-based approaches to dispelling popular

psychological myths, and examine both the perils and promises of mythbusting for psychological scientists.

6:30 pm– 8:00 pm
Concourse

POSTER SESSION #2

1. *Age and focus in young Slovaks' and Danes' first autobiographical memories.* Tia G. B. Hansen, Radka Antalikova, & Manuel de la Mata Benitez
2. *Fragmentation or flashbacks?: The features and consistency of PTSD versus non-PTSD trauma narratives.* Jeffrey Harder & Kristine A. Peace
3. *The effects of alcohol on visual attention and eyewitness memory.* Alistair J. Harvey & Wendy Kneller
4. *The effect of emotion regulation on the phenomenological characteristics of autobiographical memories.* Alisha C. Holland & Elizabeth A. Kensinger
5. *Whose memory is that? Source confusion following collaborative remembering.* Kiernan M. Werner, Rebecca F. Roundhill, Lauren E. Williams, & Ira E. Hyman Jr.
6. *The effect of repeated interviews.* Ayumi Inoue & Makiko Naka
7. *The effect of cross-examination questioning on the accuracy of children's, adolescents', and adults' memory reports.* Fiona Jack & Rachel Zajac
8. *Reminiscence work with elderly people with dementia in a reminiscence versus control condition.* Tina Jeppesen & Dorthe Berntsen
9. *Comparison in face processing: Can pre-exposure facilitate improved recognition of unfamiliar faces?* Scott P. Jones, Michael B. Lewis, & Dominic M. Dwyer
10. *The dominant processing in the encoding phase should be manipulated to investigate processing shift.* Kyoko Hine & Yuji Itoh
11. *Retrieval-induced forgetting in eyewitness identification.* Shinji Kitagami, Yohei Yamada, & Jun Kawaguchi
12. *Near-infrared spectroscopy detects specific inferior-frontal activation during memory tasks.* Mitsunobu Kunimi
13. *Media and memory: The effects of a warning and story enhancement on memory for written and televised news reports.* Victoria Z. Lawson & Deryn Strange
14. *Examining the mechanisms underlying audience-tuning effects on memory.* Lucinda Lui & Kim Wade
15. *Memory quality developmental and sociocultural influences on the reminiscence bump.* Blaine Marcano, Nicole Alea, & Sideeka Ali
16. *Oculometric measures of eyewitness identification.* Frank M. Marchak, Tanner L. Keil, Jennifer E. McMillan, & Pamela S. Westphal
17. *Counterfactual thinking in family narratives during emerging adulthood.* Kelly A. Marin, Clara Castillo De Molina, Ines Castillo De Molina, & Sarah Young
18. *Type of program interest of the product and typicality: effects on radio advertisements memory.* Beatriz Martin-Luengo, Karlos Luna, & Malen Migueles
19. *Eliminating misinformation effects while maintaining accurate recall in eyewitness memory.* Erin Matsiyevskaya
20. Comparing college student and adult mock jurors in decision and emotion Kayo Matsuo & Yuji Itoh
21. *Is retrieval-induced forgetting a concern for investigative interviewers.* Ashleigh McGregor, Fiona Gabbert, Charles Stone, & David La Rooy

22. *Personal and intergenerational narrative coherence and adolescent well-being.* Natalie Merrill, Theodore Waters, Widaad Zaman, & Robyn Fivush
23. *Who said that? Mnemonic characteristics of political discourse.* Paul Merritt, Gabriel Cook, James Salley, & John O'Connell
24. *Retrieval-induced forgetting of positive versus negative past and future autobiographical experiences.* Malen Migueles & Elvira Garcia-Bajos
25. *Involuntary autobiographical memories within the laboratory.* Amanda Miles & Dorthe Berntsen
26. *The roots of fluency: Exploration of a phenomenon's cognitive basis.* Ester Moher, Shannon O'Malley, & Derek Besner
27. *Post-event suggestions of human vs. physical causes of consequential events: Implications for eyewitness testimony.* Amanda B. Morrison-Blair & Maria S. Zaragoza
28. *The (null) effect of expert witness on jury outcome.* Danielle Polage & Iris Blandon-Gitlin
29. *The impact of false feedback on forced fabrication for entire events.* Patrick Rich & Maria S. Zaragoza
30. *Young adults' own-age bias in recognition and context memory for faces.* Margaret Scalia Bryce & Chad S. Dodson
31. *Are we in the dark about traumatic memory?: The influence of night vision goggles on memory for trauma stimuli.* Ryan Shudra & Kristine A. Peace
32. *Memory for a real-world event: Effects of misinformation and incidental learning.* Kevin Stone & Robin West
33. *What contributes to 'agency memory'?* Eriko Sugimori, Tomohisa Asai, & Yoshihiko Tanno
34. *Influence of goal setting on prediction and re-prediction of task duration.* Masako Tanaka
35. *Ironic effects of monitoring for misinformation in popular history films.* Sharda Umanath, Andrew C. Butler, & Elizabeth J. Marsh
36. *Activated memory in cued recall: An investigation with hypermnesia.* Toshihiro Wakebe, Eiichiro Watamura, & Tomomi Sato
37. *Beach parties and bleeding men: The misinformation effect as a function of emotional valence, psychopathy, and exposure duration.* Kyla Wells & Kristine A. Peace
38. *On the power of secondary confessions.* Stacy Wetmore, Jeffrey Neuschatz, Michael Graham, Rachel Davidson, Charlie Goodsell, & Nicholaos Jones
39. *Mental time travel in patients with traumatic brain injury.* Katrine Willemoes Rasmussen & Dorthe Berntsen
40. *Does timing moderate the effect of fabricated evidence on memory?* Deborah S. Wright, Kimberley A. Wade, & Derrick G. Watson
41. *Great Expectations: Undervaluing reminders in overly optimistic decisions of future behaviours.* Amanda Wudarzewski & Derek Koehler
42. *The relationship between lie-telling behavior and executive functioning.* Sarah Yachison, Paraskevi Engarhos, Mina Popliger, & Victoria Talwar
43. *Differences in parental reminiscing during co-constructed emotion and play narratives.* Widaad Zaman & Robyn Fivush
44. *Combining descriptions: Impact on measures of lineup fairness.* Natalie Kalmet, Jamal K. Mansour, Michelle I. Bertrand, Rod C.L. Lindsay, & Jennifer L. Beaudry
45. *Protecting the guilty: Why lineup fairness measures favor criminals.* Jamal K. Mansour, Michelle I. Bertrand, Jennifer L. Beaudry, Natalie Kalmet, & Rod C.L. Lindsay

Wednesday 29 June

9 – 10:15 am

Auditorium

SOCIO-PSYCHOLOGICAL PROCESSES OF MNEMONIC CONSENSUS
Chair: Alin Coman & William Hirst

The silent emergence of culture: the social tuning effect
Garriy Shteynberg

Scholars have long been concerned with understanding the psychological mechanisms by which shared memories emerge within groups. This talk proposes a novel psychological mechanism that allows for the formation of shared memories, even when communication is absent. Specifically, the research examines whether a stimulus is more psychologically prominent in memory when it is assumed to be experienced by one's ingroup. Findings across 3 studies suggest that stimuli such as words, paintings, and goals are more psychologically prominent when they are thought to be experienced by more (vs. less) similar others. Theoretical implications for the emergence of shared memories are discussed.

Individual and social factors in flashbulb memory formation
Jennifer Talarico

A valid definition of flashbulb memories, as distinct from other autobiographical memories, must include both causal mechanisms (a significant, oft-rehearsed public event) and resulting phenomena (inflated vividness and confidence in the accuracy of one's memory). Personal significance strongly predicts which events are likely to lead to flashbulb memories and that significance is often derived from one's social identity. I will argue that a collective expectation of remembering salient public events enhances the social function of autobiographical memory and therefore results in the maintenance of a vivid memory irrespective of that memory's accuracy.

Audience-tuning effects on memory: Overcoming intergroup barriers to shared reality
René Kopietz, Gerald Echterhoff, & Tory Higgins

Tuning a message towards an audience's attitude about a target can bias speaker's subsequent memory of the target. This audience-tuning effect on memory occurs to the extent that the message serves the creation of a shared reality—for this the audience needs to be sufficiently similar. For example, communicators usually do not exhibit an audience-tuning memory bias after communicating with an out-group audience. In two experiments we investigated conditions under which German communicators share reality with Turkish audiences. We find that perceived epistemic authority leads to audience-congruent memory biases, and thus, facilitates shared-reality creation in intergroup communication.

Propagation of induced forgetting and practice effects in social networks
Alin Coman & William Hirst

Exposure to a public source's selective rendering of the past leads the audience, under certain circumstances, to concurrently retrieve the information. This retrieval causes listeners to remember the mentioned information better than the unmentioned information (practice effect), but also to forget information related to what was mentioned to a larger degree than unrelated information (induced forgetting effect). The present research explores how people exposed to attitudinally biased selective practice propagate the practice and forgetting effects into subsequent conversations with attitudinally similar and dissimilar others. The research establishes that the propagation of retrieval-induced forgetting and practice effects is transitive.

Discussant: Socio-psychological processes of mnemonic consensus
William Hirst

Recital Hall

NOVEL PERSPECTIVES ON EYEWITNESS MEMORY
Chair: James D. Sauer

Enhancing eyewitness output: The regulation of remembering during investigative interviews
Lorraine Hope, Fiona Gabbert, & Neil Brewer

Currently endorsed investigative interview protocols emphasize open-question techniques. However, this approach frequently fails to elicit sufficient information. The current research examines a systematic closed question technique, the Grain Size (GS) interview, designed to (a) increase the quantity of information and (b) use confidence to diagnose the accuracy of the information reported. Results suggest witnesses can provide significantly more details via grainsize questions. Confidence is most informative for immediate test conditions. This research also explores the role of GS response mode, the availability of a Don't Know option and the role of motivation in the elicitation of coarse grain details.

Confidence ratings as 'direct' indices of recognition: The effects of criterion placement
James D. Sauer, Nathan Weber, & Neil Brewer

Previous research demonstrates that confidence ratings can, in the absence of a binary decision, effectively index witness recognition memory; discriminating target from foil stimuli. Further, by avoiding a binary decision (and, presumably, influences on decision criteria), 'ecphoric' confidence ratings may provide a more direct index of witness recognition memory than is provided by a binary response (Sauer et al., 2008). However, the extent to which ecphoric confidence ratings index memory independent of a decision criterion is untested. Using a face recognition paradigm and a response bias instruction, we manipulated witnesses' criterion placement. Confidence ratings reflected shifts in decision criteria.

Identification by rejection: Increasing the diagnosticity of lineup decisions
Ruth Horry, Neil Brewer, & Nathan Weber

Lineup choosing is influenced by many non-memorial factors, making it difficult to estimate the likelihood of suspect guilt given a particular response. In a novel procedure, witnesses rejected lineup members one by one until they could not reject anyone else. The number of foils left in the final set, coupled with the presence or absence of the suspect in the final set, were powerful predictors of suspect guilt. Tested under conditions of higher and lower memory strength, and with six- and twelve-person lineups, we show that rejection lineups produce responses that are more diagnostic of suspect guilt than standard lineups.

Effects of performance feedback on response bias and discriminability in face recognition
Matthew A. Palmer, Neil Brewer, & Nathan Weber

On recognition tests, participants adjust their response criterion in response to between-list differences in memory strength. This research demonstrates that feedback can prompt shifts in response bias based on perceived, rather than actual, differences in strength. Participants viewed some target faces and completed two recognition tests, each including a different subset of target faces and new faces. Participants who received positive feedback after the first test exhibited a conservative shift in response bias on the second test, relative to a no-feedback control group. There was also evidence of a reduction in discriminability for the negative feedback condition relative to controls.

The effect of decision consequences on eyewitness identification testimony
Carolyn Semmler, Neil Brewer, & Amy Bradfield Douglass

Eyewitnesses make decisions which have significant consequences, both for themselves and for individuals suspected of committing a crime. These decisions are often made with little understanding of how they will affect a suspect. Despite this fact, little research has looked at the effects of decision consequences on post-identification testimony. We present results from 2 experiments testing the impact of decision consequences and feedback on the distortion of post-identification testimony. The results have implications for the collection of eyewitness evidence. We also discuss theoretical explanations of how witnesses construct retrospective accounts of the crime event and the identification process.

Room 1

INTERVIEWING
Chair: Robert F. Belli

Interviewing verbal behaviors that facilitate accurate respondent autobiographical memory retrieval
Robert F. Belli, Lee D. Miller, Leen-Kiat Soh, Lei Huang, & Analucia Cordova

Calendar based survey interviewing optimizes the quality of retrospective reports by encouraging parallel (using a contemporaneous event from the respondent's past to cue an event in a different theme) and sequential (using an event to remember what happened earlier or later within the same theme) interviewer probes and respondent parallel and sequential retrieval strategies. We discover that 1) parallel probing 2) probing for the time in which an event occurred and 3) providing a specific calendar year as a retrieval cue have the most impact on encouraging respondent parallel retrieval strategies. Results reveal structural interrelationships among characteristics of autobiographical memories.

Adult witnesses' suggestibility across various types of leading questions
Stefanie J. Sharman & Martine B. Powell

We examined witnesses' susceptibility to misleading suggestions using four question structures that varied response options (yes/no vs. any response) details about the alleged event and presumptions that the information being suggested was true. Two types of questions were the most harmful: questions that narrowed the response option and contained specific details and questions that encouraged broader responses but presumed

certain information. Participants were more likely to agree with the misleading suggestions in these questions and falsely report those details during a subsequent interview than the suggestions contained in other questions. We discuss the practical implications of these findings.

The effect of a cognitive load interview technique on interviewer assessment and interviewee behavior
Laura A. Zimmerman, Elizabeth Veinott, Christian A. Meissner, & Jessica L. Marcon

A field experiment was conducted to evaluate whether a direct questioning interview technique and a cognitive load interview technique differed in their ability to produce and detect credible information in a complex naturalistic setting. Our findings indicate that the techniques differed reliably affecting both the interviewer's assessments and the behaviors and information provided by interviewees. Using the cognitive load technique improved interviewers' ability to detect deception and improved their calibration between subjective confidence and accuracy. Furthermore interviewees produced more information content with the MCI technique than with the direct questioning technique. Interpretations of the data and future directions will be discussed.

Interviewing mnemonics to assist cooperative detainees recall meetings with terrorist organizations
Ronald P. Fisher, Drew A. Leins, & Leonie Pludwinski

To improve intelligence gathering for national security we devised and tested a theory-based mnemonic interview protocol for interviewing detainees about meetings with terrorist organizations. We simulated the task by asking college participants to recall family events (e.g. weddings) from the past year. The theory-based Mnemonic interview elicited approximately 60% more family events than did a Control interview. Furthermore even after the Control participants' interview ended (when they claimed not to be able to remember any more events) providing the mnemonics led to many new recollections. We discuss the implications for applying this research to real-world interviews with detainees.

Room 2

FALSE MEMORIES
Chair: Melanie Takarangi

Distinguishing between true and false autobiographical memories for simple actions
Hannah James, Alexandra Shortland, Melanie Takarangi, & Deryn Strange

Can the aIAT (autobiographical Implicit Association Test) be used to discriminate true from false memories? We tested subjects' memory for simple actions ("break the toothpick") that they had seen, performed or imagined in an earlier session. On an aIAT, subjects categorized true and false statements ("I am in front of the computer") and actions they were 'innocent' or 'guilty' of performing. We assessed innocent actions that subjects really did not perform, and actions that they did not perform but repeatedly imagined. The reliability of the aIAT was affected by the extent that subjects falsely remembered performing innocent actions.

Trait aggression and false memories for aggressive acts
Cara Laney & Melanie Takarangi

The present study compared true and false memories for aggressive acts (causing or receiving a black eye spreading malicious gossip). Previous research has demonstrated that false memories can be just as emotional as true memories and that finding was supported in the present data. Collapsed across item false memories were actually rated as more emotional than true memories. Women were more likely to form false memories for relational aggression and men were more likely to form false memories for physical violence. Trait aggression also differentiated between those who did and did not ultimately form false memories for aggressive acts.

Observation inflation in older adults: A retrieval problem?
Isabel Lindner, Heloise Drouin, & Patrick Davidson

We investigated observation inflation – a false memory of having performed a simple action oneself stemming from the mere observation of another person performing it – in older adults. Preliminary results show that older adults were more prone to false memories of self-performance than were younger adults. Both groups showed little reduction in false memories when given a retrieval strategy. Thus, observation inflation appears to be more pronounced in normal aging, but this may not be due to ineffective retrieval strategies. We discuss other possible underlying mechanisms.

False memories for neutral and traumatic films: The role of cortisol release and dissociation
Lauren Monds, Helen Paterson, Richard Kemp, Richard A. Bryant, & Iain McGregor

Dissociation is a common psychological response to a stressful event which can disrupt memory. This may make people who dissociate more susceptible to misleading post-event information. A biological response to stress is release of the hormone cortisol. Prolonged cortisol release may damage memory structures and could also be involved in dissociative responses. In order to investigate the relationship between these stress responses and memory participants viewed a neutral or stressful film and completed dissociation questionnaires. Misinformation was introduced and recall assessed. Additionally baseline and post-film saliva samples were taken to assess cortisol levels. Results and implications will be discussed.

10:15 am – 10:30 am
Break

10:30 am – 11:45 am
Auditorium

SCAFFOLDING MEMORY: WHEN PEOPLE AND OBJECTS HELP REMEMBERING
Chairs: Amanda J. Barnier, Suparna Rajaram, John Sutton

Distributed cognition: An integrated framework for studying the social and technological scaffolding of human memory
John Sutton, Amanda J. Barnier, & Celia B. Harris

Over some 15-20 years, independent empirical and conceptual traditions have flourished in cognitive, developmental, organizational, and social psychology, and in the philosophy of cognition, for studying the social and technological scaffolding of human remembering. These lines of memory research both test and supplement the theory of extended mind or distributed cognition. Introducing this symposium, we describe a multidimensional framework to guide empirical research on the disparate ways in which other people and objects support remembering. Drawing on our studies of memory practices among older couples, we illustrate developing integrated methods for studying how social and technological memory scaffolding operate together.

Collaborative and post-collaborative memories in healthy aging
Suparna Rajaram & Linda A. Henkel

Rapidly growing research reveals complex yet systematic consequences of collaboration on memory in young adults, but much less is known about this phenomenon in older adults. To address this gap, we simultaneously compared several key phenomena across healthy older and young adults. We found that under controlled conditions, collaborative as well as post-collaborative memory phenomena are not sensitive to normal aging despite the well-established differences in episodic recall. As environmental support may play a substantial role in healthy aging, the relatively preserved effects of collaboration in older adults hold promise for testing judicious uses of group remembering in aging.

Individual versus collaborative recall of (nonpersonal) words and (personal) names and places in older married couples: Evidence for the social scaffolding of memory?
Amanda J. Barnier, Celia B. Harris, & Paul G. Keil

When couples reminisce about their past or remind each other of daily tasks, they may be capable of remembering together much more than either would alone. We compared individual versus collaborative recall (of a word list, members of their social club, and holidays taken since their wedding) by older married couples. Half of our couples recalled first alone and then together. The other half recalled first alone and then again alone (but with a different interviewer). Across tasks, we focus on when and why couples successfully scaffold each other's memory. We then consider some implications research on memory and ageing.

Discussant
David Balota

Recital Hall

"WHERE WERE YOU LAST NIGHT?" INVESTIGATING THE INFLUENCE OF SCHEMA, SPONTANEITY, STORY, AND DEMOGRAPHICS ON THE ACCURACY AND BELIEVABILITY OF ALIBIS
Chair: Stéphanie Marion

Alibi believability: The effect of illegal alibi activities, corroborator certainty, and corroborator involvement
Laura Sweeney, Meredith Allison, Sandy Jung, & Scott Culhane

Three hundred sixty mock jurors read about a suspect accused of rape. In some conditions his alibi included illegal or salacious activities (burning regular or pornographic movies to a DVD to sell the next day) and in other conditions his alibi included watching a movie. A corroborator was either involved in the activities or overheard the suspect complete the activities, and was 100% or 80% sure of her account. Alibi salaciousness did not significantly affect views of the defendant. Corroborator certainty had significant effects on perceptions of the corroborator. The corroborator was seen as more credible and persuasive when not involved in the activities.

The impact of race and SES on the credibility of an alibi
Stéphanie Marion, Sara Cowan, Patryce Bowling, Sami El-Sibaey, & Tara Burke

This study examines how the characteristics of an alibi provider (defendant) and an alibi witness (corroborating witness) affect the evaluation of an alibi. Findings from the Innocence Project indicate that visible minorities, as well as those from lower socio-economic brackets, are over-represented amongst the wrongly convicted. One-hundred participants listened to audio-taped alibi statements and corroborations where the speaker's race (Black or White) and socioeconomic status (High or Low) were manipulated. Materials were generated from actual alibis provided by wrongly convicted individuals. Results support the hypothesis that extra-legal factors such as race and SES do influence the assessment of alibi evidence.

The narrative qualities of generated alibis
Meredith Allison, Stephen W. Michael, Kyla R. Mathews, & Amy A. Overman

We examined whether there were differences in verbal statements between individuals who are prepared to provide an alibi and those who are not. Undergraduates were asked to recall where they were for dinner three nights earlier. Some were given three minutes to prepare, whereas some provided their alibis immediately. The interviews were transcribed and coded for several narrative variables. Preparation resulted in fewer pauses and more positive qualifiers. Next, a new group of participants provided their perceptions of the transcriptions. People who paused more were perceived as having more difficulty in finding physical proof to support their alibis.

The influence of schema-consistency of whereabouts on alibi accuracy provided by innocent suspects
Drew A. Leins & Steve Charman

Innocent suspects often feel compelled to report their whereabouts to investigators in order to demonstrate their innocence. However, they run the risk of remembering or reporting their whereabouts mistakenly, in which case they may seem less credible and more suspicious. This may occur when their memory reports are based on schemas, but their actual whereabouts are not consistent with those schemas. This study used a novel paradigm to examine the influence of schema-consistency of whereabouts on alibi accuracy. Results indicate that innocent suspects may be more accurate when reporting on schema-consistent whereabouts than when reporting on schema-inconsistent whereabouts.

Room 1

EATING BEHAVIOUR FROM A COGNITIVE EXPERIMENTAL PERSPECTIVE
Chair: Talitha Best

Olfactory stimulation reduces food cravings
Marika Tiggemann, Eva Kemps, & Sarah Bettany

We report two experiments showing effects of olfactory stimulation on food craving reduction. Smelling a pleasant, yet unfamiliar, odour significantly reduced cravings for chocolate and other highly desired food items (e.g., pizza, chips) relative to a comparison auditory task (i.e., listening to a recording of a newspaper article read in a foreign language) and a no-task control condition. These results are consistent with cognitive models whereby food cravings and olfactory stimuli compete for the same pool of limited-capacity processing resources. They also offer potential scope for curbing unwanted food cravings in the context of problem eating behaviour.

Attentional bias re-training of craving-related food cues
Eva Kemps, Marika Tiggemann, Jenna Orr, & Fiona Gleadle

This study documents beneficial effects of an attentional re-training protocol in the food craving domain. Using a modified dot probe paradigm, women trained to direct their attention away from craving-related food cues (i.e., pictures of chocolate) showed a reduced attentional bias for these cues. Importantly, this training effect generalised to novel, previously unseen, pictures, and was significantly greater for individuals who reported stronger chocolate cravings. The demonstrated malleability of the cognitive processes underlying food cravings is not only consistent with Robinson and Berridge's (1993) incentive salience account of craving, but also presents a promising avenue for tackling problematic food cravings.

The cognitive effects of drinking tea
Janet Bryan, Michelle Tuckey, Georgina Crichton, & Karen Murphy

Findings show that tea has positive acute and day-long effects on simple tasks of speed of information processing, working memory, attention and alertness. The mechanisms of effect focus on the key ingredients in tea: low doses of caffeine, the amino acid theanine, and flavonoids. Our research has also found longer-term positive effects of tea on work performance. This paper discusses the evidence for the impact of tea on cognition, drawing on our own research. Overall, the findings suggest that tea intake enhances cognition and may have a role in optimizing work-related psychological states and performance.

Glucose facilitation of memory: Dose and domain
Lauren Owen, Sandra Sunram-Lea, & Andrew Scholey

Previous research has shown that memory may be enhanced by glucose supplementation. This study reports a double-blind, repeated measures design study conducted to assess the effects of glucose on memory. The results show that dose-response curves differ depending on the memory task performed. Only performance on long-term memory tasks adhered to the previously observed inverted U-shaped dose-response curve. The data suggest that the dose-response function and optimal glucose dose for effects on cognition might depend on the cognitive domain assessed and be moderated by interindividual differences.

Effects of a plant polysaccharide supplement on memory and cognition
Talitha Best, Peter Howe, Andrew Scholey, Janet Bryan, & Jon Buckley

Preliminary research suggests beneficial effects of plant polysaccharides on cognition. This study assessed effects of a unique combination of plant polysaccharides on mood, memory and the performance of high demand cognitive tasks in middle-aged adults. Results from this study show for the first time, beneficial effects of consuming 4g plant polysaccharide on the performance of delayed memory recall and high cognitive demand serial subtraction tasks (Serial Threes and Serial Sevens), and a Rapid Visual Information Processing (RVIP) task. Importantly, improvements in performance were independent of blood glucose responses, suggesting that polysaccharides enhance cognition through other mechanisms.

Room 2

Photographs affect judgments about novel products
Brittany A. Cardwell, Eryn J. Newman, & Maryanne Garry

Photographs can have profound effects on our memory and beliefs. We ask whether a brief exposure to photographs affects people's judgments of novel products. Subjects saw experimenter-fabricated wine names (containing nouns of either high- or low-familiarity) and judged the truth of the claim "This wine won a medal". Importantly, wine names were paired with or without a related photo. Subjects were more likely to say wines had won medals when they appeared with a photo, but only when the wine names contained an unfamiliar noun. Our findings suggest that photos can influence the immediate judgments we make about novel products.

Picture an overestimator: How decorative photos inflate the truth of unfamiliar judgments
Robert Michael, Eryn J. Newman, Justin Kantner, Daniel M. Bernstein, D. Stephen Lindsay, & Maryanne Garry

In this study, we asked whether decorative photographs influence unfamiliar judgments. We showed subjects celebrity names, normed for familiarity. Half the names were presented with a photo. Subjects responded true or false to the claim "This person is an overestimator," or the claim "This person is an underestimator." Photos biased subjects to respond true – but only to the overestimator claim. These results have implications for the boundaries of the influence of photos.

Can photographs lead people to accept claims about future events?
Tanjeem Azad, Eryn J. Newman, Maryanne Garry, & D. Stephen Lindsay

We asked whether a brief exposure to a tangentially related photo could influence people's estimates of future events. Subjects judged the likelihood of a series of future events containing familiar and unfamiliar elements. Half the time, subjects saw a related photo paired with the future event. We examine whether photographs influence people's judgments for familiar and unfamiliar events. We will also discuss whether photos increase the coherency of future claims rather than simply increasing the appeal of those events.

Seeing photos makes us read between the lines: The influence of photos on memories for stories
Linda A. Henkel & Elise Wilkinson

This study examined how photos accompanying stories could lead people to misremember what they actually read. Subjects read short stories designed to induce inferences about the conclusions (e.g., "Sabrina dropped the delicate vase"). Some were accompanied by a photo depicting the likely conclusion (the broken vase), some were accompanied by a photo depicting a detail of the story but not the conclusion (the intact vase), and some were not accompanied by a photo. Results showed that seeing photographs consistent with inferred conclusions led people to falsely believe that they read those conclusions.

Intriguing effects of photos on people's beliefs
Eryn J. Newman, Justin Kantner, Eleanor Moloney, Daniel M. Bernstein, D. Stephen Lindsay, & Maryanne Garry

We examine how a brief exposure to a tangentially related photograph can lead people to believe claims in just a few seconds. Subjects responded true or false to easy and difficult trivia claims. Half of those claims were presented with a photograph that was either related or unrelated to the trivia claim. Photographs increased accuracy for easy claims and biased people when they answered difficult claims: related photos led people to believe claims, but unrelated photos led people to say claims were false. We discuss these results by considering possible mechanisms underlying the photo bias.

11:45 am– 12:00 pm
Break

12:00 pm– 1:00 pm
Auditorium

Explanation feedback promotes superior transfer of learning
Andrew C. Butler, Namrata R. Godbole, & Elizabeth J. Marsh

Prior research has produced little evidence to suggest there is a benefit to increasing the complexity of the feedback message beyond providing the correct answer. However the final test in most of these studies consisted of a repetition of the same questions from the initial test. The present research investigated whether feedback that provides an explanation of the correct answer promotes superior transfer of learning relative to feedback that presents just the correct answer. The results showed that correct answer feedback and explanation feedback led to equivalent performance on repeated questions but explanation feedback produced superior performance on transfer questions.

Effects of varied study and test conditions on brain activity related to subsequent memory
Laura E. Matzen, Kara D. Federmeier, & Michael Haass

The event-related potential (ERP) difference related to subsequent memory the Dm effect is a robust but poorly understood effect. The Dm effect suggests that differences in brain activity during encoding are predictive of later memory performance. However most studies of the Dm effect involve simple encoding contexts where each item is studied and tested once. In two experiments we investigate the Dm effect under varied encoding and test conditions. We use the results of these experiments to explore the relationship between brain activity at study and subsequent memory and how that information could be applied to improving memory performance.

Practice retrieving it not just saying it: Retrieval practice is better than imitation for foreign language learning
Sean H.K. Kang, Tamar H. Gollan, & Harold Pashler

Imitation of a native speaker is a common pedagogical technique used in foreign language (L2) instruction programs. Research on retrieval practice however suggests that cued retrieval might be

more effective in strengthening associations between L2 words and their meanings. In our experiment monolingual English speakers viewed a picture of an object while trying to learn its name in Hebrew. In the imitation condition learners heard and then repeated each picture name whereas in the retrieval practice condition learners tried to produce the Hebrew word before hearing it. Results indicated that retrieval-practice training yielded superior comprehension and production accuracy.

The effects of expected retention interval on study time allocation and performance
Yana Weinstein, Bridgid Finn, Kathleen B. McDermott, & Henry L. Roediger III

Students often need to study for tests occurring at different times in the future. More material will be forgotten with a longer delay between study and test. To compensate, one could allocate more study time to material studied for a later test – but would students adopt such a strategy? In four experiments, participants did not do so. Other students, when asked about their strategies in a hypothetical version of the task, indicated that they would adopt such a strategy. Students do not appear to be using study time to combat the effects of time on memory, despite thinking they would.

Recital Hall

EYEWITNESS IDENTIFICATION
Chair: Carolyn Semmler

Liking bias in eyewitness identification - impact of retention interval and target presence/absence
Hartmut Blank & James D. Sauer

As expected from cognitive balance theory (Heider 1946 1958) and perhaps from common sense the spontaneous liking or disliking of line-up members should not be unrelated to people's identification decisions. We predict that the more (less) likeable witnesses find a line-up member the less (more) likely would they be to identify them as the perpetrator two complementary tendencies we jointly call liking bias. We confirmed this basic prediction in a study using four crime videos and four target-present or target-absent line-ups. Additional analyses addressed the impact of the retention interval between witnessing the event and seeing the line-up.

Individual differences in adults' performance on photographic lineups: Putting the 'I' in eyewitness
Jessica Morten & Rachel Zajac

Although eyewitness identification evidence is persuasive to legal decision-makers it can also be highly fallible. In particular older adults are significantly less accurate than their younger counterparts both at identifying a perpetrator from a lineup and at rejecting a lineup that does not contain the perpetrator. In a study of 60 younger adults and 60 older adults we examined the extent to which these age differences could be explained by individual differences in memory and executive functioning. Results showed that several aspects of memory and executive function accounted at least partially for age differences in adults' eyewitness identification performance.

Eyewitness identification and the influence of subclinical depression
Kevin Rounding, Jill A. Jacobson, & Rod C.L. Lindsay

We examined the effects of subclinical depression or dysphoria on memory for faces utilizing an eyewitness paradigm. Paralleling results that showed dysphoric people have greater theory of mind capabilities we found that higher levels of dysphoria were associated with greater eyewitness identification accuracy. Experimentally induced intense sad moods were also associated with greater accuracy but naturally-induced milder sad moods were not. Consistent with mood dependency theories of memory we found that after a four-week delay stable levels of dysphoria were related to greater accuracy compared to stable levels of non-dysphoria stable severe depressive symptomatology and unstable dysphoria.

One-to-many face matching: The impact of candidate list size and individual differences on performance
Rebecca Heyer, Carolyn Semmler, Brett McLindin, Anna Ma-Wyatt, & Veneta MacLeod

Facial recognition systems have become a crucial aspect of modern policing but their performance often falls short of identifying a single individual from a database. This decision is invariably left to a human operator who is required to search a candidate list of potential matches. We present data from two experiments designed to investigate the impact of candidate list size on identification performance (n=160 novices and n=121 experts respectively). Results showed that as candidate list size increased accuracy and confidence decreased and decision latency increased; irrespective of the level of expertise. An analysis of individual differences measures is also discussed.

Room 1

AUTOBIOGRAPHICAL MEMORY
Chair: Martin A. Conway

The reminiscence bump and flashbulb memories
Martin A. Conway & Catriona M. Morrison

A survey of flashbulb memories found a powerful overall reminiscence bump in the age range 15 to 25 years. This was present in the top three initiating events 9/11 Death of Princess Diana and the assassination of JFK. Counter to recent findings these data show then that the reminiscence bump can be present in memory for negative events.

Forgetting our shared, autobiographical memories: Socially shared retrieval induced-forgetting within intimate couples
Charles B. Stone, Amanda J. Barnier, John Sutton, & William Hirst

The selective retrieval in the course of a conversation can induce forgetting for unmentioned, but related memories for both the speaker and the listener (Cuc, Koppel, & Hirst, 2007). In two experiments, we extend these results to intimate couples either "overhearing" (Experiment 1) or discussing (Experiment 2) their shared, autobiographical past. Our results demonstrated that when intimate couples selectively overheard or discussed their shared autobiographical past, this selective retrieval induced both the speaker and listener to forget related, yet unmentioned shared autobiographical memories. We found this effect endured regardless of whether the memories were jointly encoded or merely verbally shared.

'I am a sister; I will be a mother': The role of the self in distributions of memories and imagined future events
Clare Rathbone, Chris Moulin, & Martin A. Conway

Previous research shows that autobiographical memories (AMs) cluster temporally around periods when self-images emerge (Rathbone, Moulin & Conway, 2008; 2009). The present study suggests that distributions of imagined future events show a similar pattern. Memories and future events were cued using participant-generated self-images (e.g. I am a sister; I will be a mother). Participants then dated the memories and future events generated, and gave an age at which each identity statement began. AMs and future events both clustered temporally around periods of self-image emergence. Findings suggest that narrative structures are used to organise future events as well as memories.

Why does life appear to speed up as people get older?
Steve Janssen, Makiko Naka, & William J. Friedman

In this study the influence of time pressure on the subjective passage of time was examined. Participants indicated how fast the previous week month year and ten years had passed. No effects of age were found except on the ten-year scale. Participants were also asked how much time pressure they experienced presently and ten years ago. Participants who indicated that they were currently experiencing much pressure reported that time was passing quickly on the shorter time scales while participants who indicated that they had been experiencing much pressure ten years ago reported that the previous ten years had passed quickly.

Room 2

DECEPTION DETECTION
Chair: Amy-May Leach

The Ease of Lying
Bruno Verschuere

Brain imaging studies suggest that truth telling constitutes the default of the human brain and that lying involves intentional suppression of the predominant truth response. By manipulating the truth proportion in the Sheffield lie test we investigated whether the dominance of the truth response is malleable. Results showed that frequent truth telling made lying more difficulty and that frequent lying made lying easier. These results implicate that 1) the accuracy of lie detection tests may be improved by increasing the dominance of the truth response and that 2) habitual lying makes the lie response more dominant

The effects of cognitive load and ego depletion on the ability to lie successfully
Stephen W. Michael, Jacqueline R. Evans, & Christian A. Meissner

The ability to detect deception is a critical skill for investigative interviewing. The current study evaluated the impact of increasing targets' cognitive load and/or depleting their self-regulatory resources (i.e. ego depletion) on the accuracy of third party observers' veracity judgments. These techniques were hypothesized to increase differences between truth-telling and lying targets making it easier for observers to discriminate between true and false statements. Results demonstrated a significant main effect for ego depletion. Observers' accuracy rates when evaluating targets whose self-regulatory resources were depleted were lower than for targets not in this condition. Implications will be discussed.

Interviewing pairs of suspects simultaneously: A gateway to new cues to deceit
Aldert Vrij, Shyma Jundi, Esther Ghar, Lorraine Hope, Sharon Leal, & Par Anders Granhag

In the present experiment pairs of truth tellers and pairs of liars were simultaneously interviewed. Simultaneous interviewing has potential benefits as it opens a potential source of deception cues that interviewers can examine: How do the pair communicate with each other? Research has shown that truth tellers prefer to tell in detail what has happened whereas liars prefer to keep their story simple. We hypothesised and found that this would become clear in the pair's interactions which truth tellers being more likely to interrupt and correct each other and to add more often information to each other's stories.

Looks like a liar sounds like liar but is he telling the truth?: Second-language speakers' cues
Cayla S. Da Silva & Amy-May Leach

We examined whether language proficiency had an impact on cues to deception. Gaze aversions fidgeting and self-manipulations are known to increase when individuals are speaking in their second languages (Gregersen 2005). Having individuals lie in their second languages was expected to significantly increase cognitive load and these cues. We collected video footage of 30 native- and second-language English speakers who lied or told the truth about a transgression. Trained coders watched each of the clips and recorded the presence/duration of 11 verbal cues (e.g. stuttering) and19 non-verbal cues (e.g. blinking) and rated their overall impressions of the speakers (e.g. nervousness).

1:00 pm– 2:30 pm
Lunch (not provided)

2:30 pm– 3:45 pm
Auditorium

EDUCATION
Chair: Sheila J. Cunningham

Using tests to enhance long-term retention and organization: Underlying cognitive processes and educational applications of the testing effect
Franklin M. Zaromb

Tests not only assess what students know they can also improve long-term retention of subject matter relative to restudying it. We investigated whether processes involved in mentally organizing information during learning contribute to the memorial benefit of testing. Different groups of subjects studied a categorized word list twice before taking a final test of free recall a day later or they studied the list once and took an initial recall test before the final test. Manipulating the perceived organization of the word list during initial learning affected delayed recall and measures of recall organization. These findings have important educational implications.

Applying the self in learning
Sheila J. Cunningham & David J. Turk

This research assessed potential educational applications of the 'self-reference effect' in memory. 42 six- to eight-year old children were asked to learn novel words (alien names) and information (alien characteristics) in one of two conditions: 'self-referent' (generate sentences describing how they would spend a day with each alien) or 'other-referent' (generate sentences describing how another character would spend a day with each alien). Memory for the aliens' names and characteristics was then assessed. Results showed that participants who encoded the information under self-referent conditions performed better on the memory test. This novel finding suggests that self-referencing could improve children's learning.

The elusive interleaving effect: Why doesn't interleaving improve learning from examples in statistics?
Robert S. Ryan, Steven R. Howell, Dale W. Kappus, & Mara E. Wilde

People sometimes learn better from examples if the examples are presented in an interleaved rather than a blocked format. However a study using statistics examples failed to replicate the effect but also resulted in very poor learning overall. We attempted to produce the interleaving advantage with statistics examples by providing enhanced training to improve performance. We found that the enhanced training dramatically improved performance but only on an immediate test. Furthermore there was still no interleaving advantage. We discuss whether requiring participants to try to generate the relevant features followed by feedback may enable us to replicate the interleaving advantage.

Cue utilisation and judgments of learning: What can we learn from an integrative approach?
Catriona M. Morrison & Nathan A. Illman

Judgments of Learning (JOLs) are predictions of the likelihood that one will later recall information. This study assessed the role of lexical variables on mnemonic processing focusing on the role of age of acquisition (AoA). Using a cue-target paradigm we replicated the robust delayed-JOL effect and used a novel items analysis approach to examine the relationship between word features JOLs recall and reaction times. Regression analyses highlighted discrepancies between JOLs and recall. The results provide novel evidence for the role of AoA as a key variable in both memory and metacognition as well as recognising the mnemonic basis of JOLs.

Recital Hall

EYEWITNESS IDENTIFICATION
Chair: Michelle M. Arnold

Separating memory and monitoring components in the own-race bias
Michelle M. Arnold

Although there is a great deal of research focused on identification issues related to own- versus other-race faces very little of this work has explored whether monitoring contributes to the own-race bias. In the current experiment the typical own-race bias paradigm was modified so that type-2 signal detection measures (e.g. Higham & Arnold 2007 2008) could be used to directly measure metacognitive monitoring. Overall the results demonstrated that monitoring does contribute to the own-race bias and the data will be discussed in terms of optimal responding and confidence.

Can objective judgments be influenced by post-identification feedback?
Adella Bhaskara, Carolyn Semmler, Neil Brewer, & Amy Bradfield Douglass

To date very little research has been done to explain the differential effects of feedback on subjective (confidence attention ease of identification) and objective (distance time in view) judgments (Douglass Brewer & Semmler 2010). Our study aimed to investigate this discrepancy. Based on previous research we hypothesised that strong internal memory cues and the relevance of feedback information would protect objective judgments against feedback effects. Two variables were manipulated between-participants: feedback type (relevant feedback irrelevant feedback no feedback) and time delay between viewing the target and identification (immediate delay). The results have implications for understanding the processes that underlie the distortion of testimony.

Cross-race perceptual face identification in homeland security operations
Kyle J. Susa, Rachell Barker, Christian A. Meissner, & Stephen W. Michael

Three studies were conducted to examine how variation in stimulus factors (i.e. characteristics of the target person or identification image tendered) might moderate the cross-race effect in a perceptual identification task modeled after the identification task conducted by TSA and CPB agents on a daily basis. Evidence was found of a significant CRE during this task for both correct and mistaken identifications. Further the degree of similarity between the ID image and the target person the quality/age of the ID image and the use of facial disguises by the target person were found to moderate the CRE.

Room 1

EXPERIMENTAL
Chair: Antonia Mantonakis

Solving puzzles leads to increased brand preference
Antonia Mantonakis, Kirk Stokes, & Daniel M. Bernstein

We propose that the placement of skill-testing questions on ballots may influence a person's perception of the brand associated with the ballot and indirectly influence a person's preference towards that brand. Across three experiments we demonstrate that solving a skill-testing question leads to an increase in preference for the associated brand relative to when no skill-testing question is present. These findings have implications for marketing activities that involve such puzzles.

Going Gaga: The Song Stuck in My Head
Ira E. Hyman Jr., Naomi K. Burland, Hollyann M. Duskin, & Olivia N. Zimmerman

We explored the song stuck in my head phenomenon in two studies. In a survey we found that a variety of songs get stuck. People like the songs know the songs well hear only a portion of the song repeatedly and were recently exposed to the song. In our second study we conducted an experiment inducing stuck songs. We varied whether a song was played completely or interrupted. Songs were more likely to become stuck when they were interrupted. Stuck songs may be an example of a Zeigarnik effect in which an incomplete activity continues to occupy consciousness.

Adult Theory of Mind depends on general cognitive abilities: A dual task study
Daniel M. Bernstein, Patricia I. Coburn, Reema Jayakar, Allen E. Thornton, & Wendy Loken Thornton

Across two experiments we used non-verbal distraction to examine the role of executive function in adult Theory of Mind (ToM). Participants tapped according to rules measuring inhibition set-switching or updating. While tapping participants completed two standard ToM tasks (Reading Eyes Strange Stories) and a new measure (Sandbox). Updating the hardest executive function task decreased performance on both the control and ToM versions of the Eyes and the Strange Stories while inhibition and set-switching decreased performance in the ToM version of the Sandbox. We conclude that ToM performance depends on general attentional and cognitive abilities rather than one specific executive function.

An imperfect match: The effect of emotional context on fingerprint matching decisions
Nikola K. P. Osborne & Rachel Zajac

Limited recent research suggests that the interpretation of fingerprint evidence is open to contextual bias by both lay people and expert examiners. We sought to extend this research by addressing two potential confounds in the existing literature. In two experiments we explored people's ability to state whether two fingerprints were a match while manipulating ease of bottom-up processing the presence and emotional intensity of contextual information and the response options available to participants. Each of these factors played a significant role in participants' matching decisions. Our findings have clear practical implications and raise numerous research questions.

Room 2

DECEPTION DETECTION
Chair: Angela M. Crossman

Eliciting cues to children's deception by using an unanticipated drawing task
Emma Roos af Hjelmsater, Lisa Ohman, Par Anders Granhag, & Aldert Vrij

This study examined whether a drawing task would be useful in eliciting cues to children's deception. In groups of three children (age 12-14) encountered a stranger (26 groups) or imagined an encounter (25 groups). They were thereafter interviewed individually. The interview consisted of a question phase and a drawing task. Later adult participants (N = 204) judged the level of agreement between statements within each group. Differences between liars and truth tellers were more easily identified for the unanticipated drawing task. Thus using unanticipated tasks like a drawing can be a successful lie detection tool.

Exploring children's ability to tell elaborate lies
Angela M. Crossman, Victoria Talwar, Jason Mandelbaum, Christine Saykaly, & Daisy A. Segovia

Little is known about how lying develops in children. Using longitudinal data on the development of lying this paper explores early cognitive and social correlates of the emerging ability to elaborate on simple lies. Children (3-6 years; N = 105 53 females) participated in four tasks in which they could choose to lie or tell the truth. Lie-telling rates varied across situations with children most likely to lie to be polite and to hide transgressions. Children's cognitive and social characteristics predict both prosocial and

antisocial lie-telling effectiveness. Specific social and cognitive predictors of children's verbal lie maintenance will be explored.

Training to detect deception: The role of intelligent tutoring systems and impression-based cues
Justin S. Albrechtsen, Stephen W. Michael, & Christian A. Meissner

The current study investigated the validity of a novel interactive training program for deception detection. This program used virtual humans and an intelligent tutoring system to train participants to detect deception using empirically validated indirect impression-based cues. The utility of this program was compared to a non-interactive training program. Signal detection estimates of performance accuracy demonstrated that training individuals on indirect impression-based cues significantly enhanced deception detection performance. Additionally the interactive training program proved to be as effective as the non-interactive training program. Implications for how this research can inform deception detection practices for law enforcement officials will be discussed.

Episodic future thought: Illuminating the trademarks of forming true and false intentions in the course of repeated interviews
Melanie Knieps, Par Anders Granhag, & Aldert Vrij

In a previous paper we argued and found that the emerging concept of episodic future thought (EFT) is a good candidate for capturing the core mental processes at play when forming an intention. In the present study we investigated whether EFT can be helpful in understanding how statements on the forming of true and false intentions may differ in the course of repeated interviews. The findings of the previous paper could be replicated for the most part. Moreover further support was found for our assumption that EFT is a helpful concept for identifying lies relating to future actions.

Thinking about lying
Leif A. Strömwall

In their meta-analysis of deception judgments accuracy Bond and DePaulo (2006) suggested a double standard in people's view on lying. This paper tested and found support for the double standard; more than half of the participants expressed harsh views on other's deception but thought their own deceit was warranted. The study (N = 90) used both qualitative and quantitative data. Among the other results were differences in views on when it is ok to lie in how one reacts when lied to and in lie-catching strategies. The results are discussed in a social cognitive context.

3:45 pm– 4:00 pm
Break

4:00 pm– 5:15 pm
Auditorium

HINDSIGHT BIAS/PROSPECTIVE MEMORY
Chair: Daniel M. Bernstein

Does hindsight bias play a role in learning?
Karen Aujla, Daniel M. Bernstein, Edgar Erdfelder, & William Peria

Children aged 9-12 years answered trivia questions then tried to recall their original answers before (control condition) and after (hindsight condition) learning the correct answers to the questions. At various delays up to one week later participants again answered the trivia questions this time prompted to recall the correct answers they learned earlier. Participants in the hindsight condition recalled their original answers as being closer to the correct answers in comparison to participants in the control condition. Across several experiments hindsight bias correlated weakly or not at all with learning. We conclude that hindsight bias is unrelated to learning.

The cost of remembering intentions
Anna-Lisa Cohen, Yoni Sobin, & Evan Hirschhorn

Everyday life is filled with stimuli reminding us that a goal needs to be carried out (e.g. driving by the store cues the memory that we meant to buy milk). Remembering to execute a delayed intention is known as prospective memory. A current focus in the prospective memory literature is the extent to which a prospective memory task interferes with ongoing activities (defined in this study as lexical decision latencies). In a current line of experiments we show that costs are observed only when there is feature overlap between the cue meant to elicit the intention and the stimuli within which the cue is embedded.

Cooking breakfast: Development of a naturalistic prospective memory task in young and older adults.
Darren Walker & Kathleen Williams

Computer simulations have been used to provide more ecologically valid measures of cognitive functions such as memory and attention (e.g., Rendell & Craik, 2000). However it could be argued that virtual reality is still quite different from real-life where people can draw more on contextual cues and habitual routines. Thus a naturalistic cooking task was developed to test prospective memory and executive functioning. Participants (24 young and 24 older adults) had to make an 'English breakfast' in a realistic laboratory kitchen whilst performing a secondary distracter task. Despite the more naturalistic environment older adults performed worse than their younger counterparts.

Recital Hall

EYEWITNESS IDENTIFICATION
Chair: Jennifer L. Beaudry

The cue-belief model of eyewitness confidence: Theory and data
Michael R. Leippe & Donna Eisenstadt

According to the cue-belief model eyewitness identification confidence is a belief based on inferences drawn from meta-cognitive accuracy cues including intrinsic cues conveyed in remembering (e.g. ease of retrieval) extrinsic cues in the witnessing/testing situations (e.g. exposure duration) and self-belief cues about memory ability. This paper reviews programmatic research on the model involving variations in questioning witnesses to video-presented crimes. Consistent with the model feedback about pre-identification memory reports (self-credibility cue) suggestion in lineup instructions (extrinsic cue) and most recently difficulty of prior memory questioning (intrinsic cue) and pre-identification confidence assessment (triggering an intrinsic cue) influence confidence in subsequent identifications.

Stability of lineup fairness measures
Rod C.L. Lindsay, Jennifer L. Beaudry, Jamal K. Mansour, Michelle I. Bertrand, & Natalie Kalmet

The stability of lineup fairness measures has not been empirically tested despite decades of research. If lineup fairness is an inherent quality of the lineup, then two sets of participants provided with the same mock-witness description should produce similar lineup fairness values. Lineup fairness measures (proportion of suspect choices, functional size, and effective size) were computed for 34 target-present lineups. Each lineup–description combination was viewed by two sets of participants, resulting in lineup fairness measures for each set. Data from over 1000 mock-witness decisions suggest that all three lineup fairness measures lack stability.

Exploding two Myths: Lessons from an archival study of exonerations
Avraham M. Levi & Joseph Levi

This study examined causes of false convictions and the identification methods used for eyewitness error cases with a large sample of exoneration cases from Sherer's database. Eyewitness error occurred 18% of the time significantly less than false testimony (24%) which occurred significantly less than police/prosecution misconduct (31%). Eyewitness error was the most prevalent cause for rape but misconduct and false testimony occurred more in murder the most prevalent crime (57%).Lineups caused eyewitness error in 52% of the cases. Multiple procedures using the same suspect were common as were large mismatches between witnesses' description of the culprit and his appearance.

Tattoo design and location similarities
Jennifer L. Beaudry, Martina Tam, Jamal K. Mansour, Michelle I. Bertrand, & Natalie Kalmet

We examined the impact of tattoo similarity on identification accuracy. Witnesses to a staged crime viewed a six-person biased simultaneous lineup (i.e. only the suspect had a tattoo). From target-present lineups 88% of witnesses correctly identified the criminal. In target-absent lineups the location and/or design of the innocent suspect's tattoo was either similar to or different from the criminal's tattoo. Innocent suspects were falsely identified by 20% of witnesses. Tattoo design and/or location similarity did not significantly affect witnesses' choices. Among target-absent choosers the innocent suspect was chosen at a rate (46%) greater than that expected by chance (17%).

Assessing the effect of biased lineup instructions on witness identification confidence
Steve Charman, Shari Schwartz, & Rolando N. Carol

Methodological difficulties have hindered the ability to cleanly assess the impact of biased lineup instructions on witnesses' identification confidence (i.e., instruction manipulations are inherently confounded with differences in choosing rates, resulting in non-equivalent comparison groups). A novel paradigm is introduced that overcomes these difficulties. Mock-witnesses received either biased or unbiased lineup instructions and made an identification decision from a target-present or target-absent lineup. Instructions were then 'de-biased' – all witnesses were given the opportunity to reject the lineup. This procedure produces comparison groups that avoid confounding instructions with choosing rates. Results indicated that biased instructions inflate confidence in false identifications.

Room 1

SARMAC BUSINESS MEETING

5:15 pm– 5:30 pm

Break

5:30 pm– 6:30 pm

Auditorium

Using Retrieval Practice to Enhance Retention: Moving from the Lab to the Classroom to Influence Educational Practice

Henry L. Roediger III

A century of research has shown that the act of retrieving information during a test leads to greater retention on a later test relative to conditions with no tests or to conditions with equivalent amounts of time spent studying. This testing effect is often quite strong on delayed tests of retention. I will discuss basic facts about how active retrieval enhances retention and ask whether this technique can be used to improve learning in the schools. The program of research will begin with laboratory studies using simple materials, move to more complex materials that might have educational relevance, and finally extend to experiments in the classroom. The classroom experiments were conducted in middle school classrooms and integrated into the curriculum such that the dependent measures for the experiments were the tests on which students received their grades. The classroom experiments show that the principles discovered in the lab can be effectively applied to improve students' knowledge and grades. In the final part of the talk I will discuss the challenge of introducing psychological knowledge into

widespread practice -- a constant struggle with many topics of interest to this society.

7:00 pm– Midnight

The Party (offsite)

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